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Journal
NOVEMBER 1952
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See page 479.
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Volume 41 *Number 8*

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THIS MONTH

THE cover photo continues the new series, "Schools Serve the Nation." For the photo we are indebted to John C. Whinnery, superintendent of schools, Montebello, California.

JOURNAL authors this month range in age from 17 to 82, in geography from Connecticut to Oregon, from Minnesota to Tennessee. They include elementary, junior-high, and high-school teachers, college professors, school administrators, one student, and several elder statesmen of the profession.

REPRINTS of the centerspread on teacher citizenship are available free while the supply lasts. Write to Section 10, NEA JOURNAL.

AN EFFECTIVE American Education Week observance, November 9-15, is a good foundation for a year-round program of school-public relations. Mr. Koivumaki, Mr. Woodhouse, and Mr. Wiltse describe technics and results of round-the-calendar public relations.

NEXT MONTH

If you are interested in . . .

> Highlights of Dr. Carr's inauguration as executive secretary of the NEA

> A safety checklist for your school

> Highschool extracurriculum activities

> Teaching English, foreign language in the elementary school, choral reading, moral and spiritual values, social studies, and business education

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> "Also selected short subjects" (as the movie previews say) . . .

Watch for the December JOURNAL.

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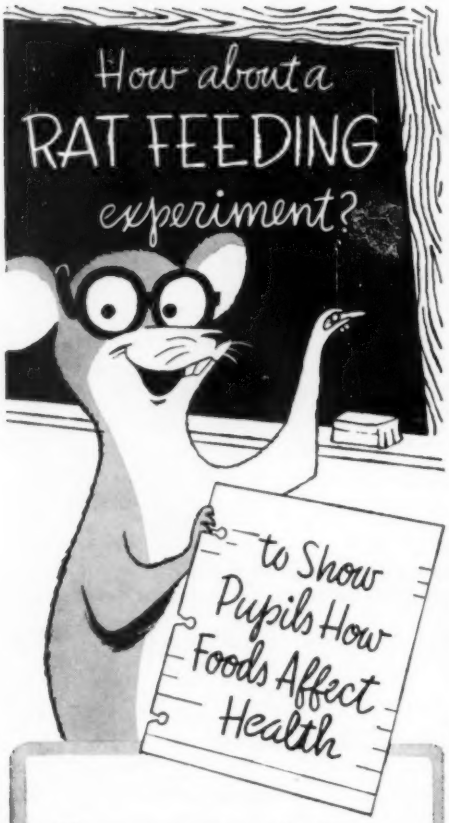

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OUR READERS Write

♦ *This feature of* THE JOURNAL *is an open forum for its readers. Ideas and opinions expressed here are those of the writers and not necessarily of the NEA.*

Making Journals More Readable

I AGREE with Murray Shapiro's comments in the September NEA JOURNAL [page 328] about the need for more vital writing in educational journals. Certainly one way to make such journals more interesting is for editors to deal with controversial matters.

Another way is for editors—and also executive secretaries—to keep themselves out of the publications to a greater extent than they have a tendency to do. —CARL G. MILLER, *Lewis and Clark Highschool, Spokane, Wash.*

"All Should Thank You"

♦ *Mrs. J. P. Kilkenny of Seattle, Wash., has shared with us the following letter. It was received last spring by a schoolteacher friend of hers.*

DEAR Mrs. Marley:

It was with deepest regret that we recently learned you will not return next year to teach in the Oakland Bay School.

We wish you could know how deeply we feel indebted to you for the excellent work you have done at Oakland Bay. We feel sure that if expression is in the least lacking it is not because understanding and appreciation are wanting.

We personally feel indebted to you for the excellent work you have done with our daughter Kathy. How the gentle influence of your charming personality has transformed her from a raw, spoiled little tomboy to an industrious little lady in but two short years of school never ceases to amaze us and all our friends.

It was our hope that this good fortune would remain with us until Kathy had outgrown Oakland Bay School. By then, we felt, your gentle but strict influence would have done the job that we seem not to have been able, as parents, to do.

Sculptors may work with stone and clay, and form cold, dead features for the world to see; but you, as a teacher—kind, refined, strict in discipline—have molded toward perfection the minds of little children who some day will carry your good influence far abroad. For this, all should thank you, and we in particular are most humble in our gratitude

[*Continued on page 470*]

News and Trends

Inauguration of Executive Secretary

More than 1000 laymen and educators met in Washington, D. C., Oct. 12-13 to witness the inauguration of William George Carr as executive secretary of the National Education Association and to participate in an educational conference on "The Teaching Profession and the American Future." Leaders of labor, business, agriculture, parent-teacher associations, civic groups, and the press joined forces in panel discussions with educators to seek solutions to five current educational problems which were raised in the inaugural address.

The problems: kind of teacher wanted by the public; securing a sufficient number of qualified teachers; responsibility of the teacher in school and community; safeguarding the teacher's freedom; the teacher's place in today's conflict of ideas and ideals. The conference heard addresses by Secretary of the Army Frank Pace, Jr.; US Commissioner of Education Earl James McGrath; President William F. Russell of Teachers College, Columbia University; and President Henry H. Hill of George Peabody College for Teachers. NEA President Sarah C. Caldwell of Akron, Ohio, presided.

Dr. Carr summarized what teachers want to say to the public today in terms of an advertisement:

"Help Wanted: Large national enterprise needs partners prepared to invest their time and thought. This enterprise operates in every section of the nation, has one million employes, serves 30 million clients. Product is essential to national security. Plans are ready now for needed expansion of plant and modernization of program. Generous compensation and guaranteed dividends, payable on demand in the currency of United States freedom and progress. Partners share fully in control of enterprise. No silent partners wanted. For details, apply at your nearest schoolboard office, PTA, or Citizens Committee. Act now; tomorrow may be too late."

More on the inauguration will be found in the December JOURNAL.

Survey Shows Support for United Nations

Recent surveys show that between 82% and 87% of the people in the United States think that we should continue to take part in the United Nations. They consider it our best hope for lasting peace, according to Assistant Secretary of State for Public Affairs Howland H. Sargeant, speaking before the US National Commission for UNESCO meeting in Washington, D. C., Oct. 2-4.

Interpreting recent attacks on the United Nations and UNESCO as signs of ignorance about the work of these agencies, the commission asked its constituent organizations to marshal the resources of their membership to supply knowledge that would fill this dangerous void. Walter H. C. Laves, Chevy Chase, Md., newly elected chairman of the commission, said in connection with the attacks: "UNESCO is concerned with values and concepts closely associated with democratic ideas. Inevitably, then, the enemies of democracy, of freedom, of equal opportunity, of tolerance, of education itself, must sooner or later attack UNESCO." But when they attack UNESCO as an institution, he continued, "it is well to remember that they really are attacking the basic concepts upon which our democratic society is based."

A resolution refuting the allegation that the US National Commission for UNESCO is engaged in supporting concepts of "one world government" and "one world citizenship" was adopted by the commission. The resolution reads:

"Because statements have recently appeared alleging that the US National Commission for UNESCO is engaged in supporting the concepts of One World Government and One World Citizenship, and because such statements have no basis in fact,

"This Commission reaffirms support of its program for the education of peoples to live as citizens of sovereign states in a community of all mankind, preserving the values of diverse cultures and the rights and responsibilities of national citizenship."

New vicechairmen included Robert C. Angell, University of Michigan, Ann Arbor; Helen Bragdon, American Association of University Women, Washington, D. C.; and Stanley H. Ruttenberg, Congress of Industrial Organizations, Washington, D. C. Incoming organizations are: Adult Education Association of USA, Washington, D. C.; American Jewish Committee of New York; American Institute of Architects of Washington, D. C.; American Newspaper Guild of New York; American Association of International Relations Clubs of New York; and League of Women Voters of the US, Washington, D. C.

The three day meeting was attended by 100 prominent US citizens representing scores of organizations thruout the country.

PR Newsletter Offers Club Rates

Classroom teachers may obtain personal copies of *It Starts in the Classroom Newsletter* at reduced club rates under a new plan just announced by the National School Public Relations Association, NEA. The new rate is $1 per year per subscription when five or more teachers enter an order for mailing to one address. The four-page *Newsletter* reports each month tested public-relations ideas from classrooms all over the country similar to those developed in the association's famous handbook, *It Starts in the Classroom,* which has sold 100,000 copies since its publication last year.

NSPRA and the NEA Department of Classroom Teachers worked together to reduce the former single subscription

price of $2.50. Orders may be entered now and back issues will be supplied from September 1952. Sample copies and descriptive folders are available from NSPRA, NEA.

About Educational Leaders

Clyde M. Howell, associate secretary of the Oklahoma Education Association, died Oct. 4, in Edmond, Okla. Mr. Howell had served as executive secretary of the OEA for 25 years, resigning several years ago to become associate secretary.

H. W. Wright has retired as executive secretary of the Louisiana Education Association after 13 years in that office. N. B. Hackett, formerly field secretary for the LEA, succeeds Mr. Wright as executive secretary.

Clayton J. Chamberlin is the new superintendent of public instruction for Hawaii. He replaces W. Harold Loper, who resigned in order to become a candidate for delegate to Congress.

Students Aid Register-and-Vote Campaign

More than 25,000 highschool students in 700 schools in 40 states worked to get out the vote this fall in connection with the Citizenship Education Project of Teachers College, Columbia University.

Students made political maps showing wards, precincts, and polling places; interviewed candidates; rang doorbells, urging citizens to register and vote; handed out campaign literature; ushered at political meetings; attended conventions; studied platforms and party issues; held nonpartisan forums to discuss the positions of both parties.

The Citizenship Education Project is entirely nonpartisan in its objectives, says William S. Vincent, executive officer of the project. It was organized to help schools do a more effective job of teaching what freedom means and to train students in the know-how required to remain free.

Send Journals to Overseas Teachers

Want to send your used NEA JOURNAL abroad? If so, forward your name and address to NEA Executive Secretary William G. Carr, 1201 16th St. N. W., Washington, D. C. Dr. Carr will furnish the name and address of a foreign teacher who would appreciate receiving your used JOURNAL.

NPA To Ease School Construction Controls

Beginning May 1, 1953, selfauthorization will be permitted for school, college, and library construction in amounts up to 25 tons of steel [no limits on structural steel except alloy or stainless], 5000 pounds of copper, 4000 pounds of aluminum *per project per quarter.* The National Production Authority announced that its CMP Regulation 6 was being amended to permit a more liberal use of steel in all kinds of small construction projects during the second quarter of 1953. Education construction will be accorded selfauthorization privileges similar to those offered to commercial and industrial construction. While the amendment will not take effect until May 1953, it is being announced in advance to assist schools and colleges with their future construction plans. The amounts for "B" products purchased under a DO rating will also be increased for self-authorized education construction in May 1953 to $100,000 for building equipment and $200,000 for production machinery *per project.*

Certain types of hitherto prohibited construction [e.g., swimming pools and gymnasiums] will also be allowed to use selfauthorization after May 1, 1953. The amounts will be up to 5 tons of steel [not to include over 2 tons of structural steel], 500 pounds of copper, and 300 pounds of aluminum per project per quarter.

Effective October 3, the Office of Education will handle requests of schools and colleges for recreational construction. These appeals were formerly handled directly by the NPA.

Only one of these important changes in NPA regulations is effective immediately—the handling of appeals for prohibited construction by the Office of Education instead of by the NPA. Until May 1, 1953, selfauthorization will continue at the present rate of 5 tons of steel per project per quarter with no allowance for prohibited construction.

USC Constructs Television Station

The Allan Hancock Foundation of the University of Southern California may have one of the first noncommercial educational television stations in actual operation. The necessary license to construct and operate such a station has been granted, and studios and other facilities have been constructed.

Policies and programs of the station will be determined by representatives of the leading public and private school systems, colleges, universities, and public-service agencies in the Los Angeles metropolitan area which will use its facilities.

Philadelphia TV Program Receives Award

Philadelphia public schools and TV station WPTZ have received an award for the program *Operation Blackboard,* an inschool-viewing TV program. The award was made by Ohio State University's Institute for Education by Radio and Television, and is the first to be presented by the Institute. *Operation Blackboard* is produced in cooperation with the Philadelphia public, private, and parochial schools, and is watched by students in some 3000 schools thruout the greater Philadelphia-New Jersey-Delaware area.

State Educational Television Underway

Statewide planning for educational television is underway in at least a dozen states: Connecticut, New York, New Jersey, Pennsylvania, North Carolina, Oklahoma, Illinois, Wisconsin, Minnesota, Iowa, Washington, and California.

In addition, independent plans are in varying stages of completion for educational television stations in metropolitan areas such as Boston; Providence, R. I.; Pittsburgh; Philadelphia; Miami, Fla.; Cleveland; Cincinnati, Ohio; Detroit; Chicago; Peoria, Ill.; Rockford, Ill.; Denver, Colo.; St. Louis; Portland, Oreg.; San Francisco; Atlanta, Ga.; Milwaukee, Wis.; Des Moines, Ia.; Salt Lake City, Utah; San Juan, Puerto Rico.

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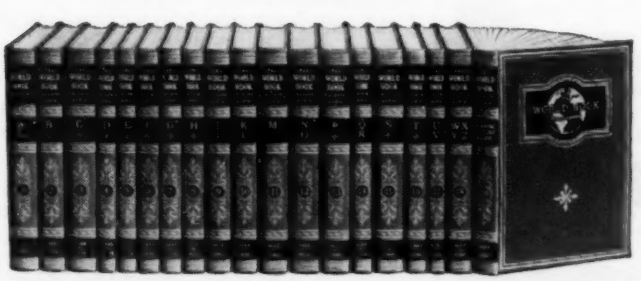

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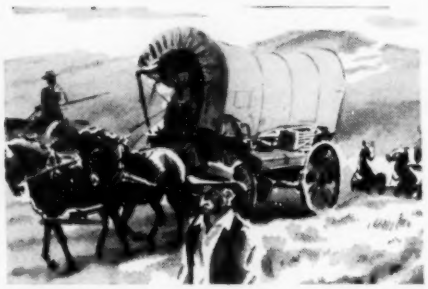
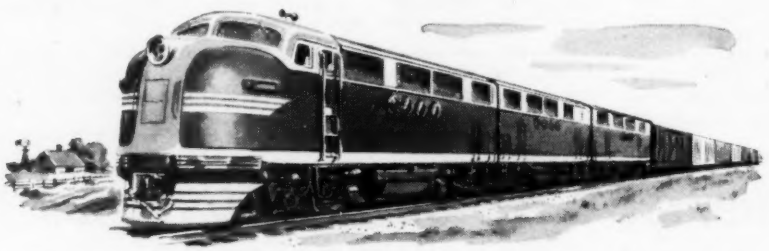
In the early days of our country, roads were few and markets limited. Along narrow trails the pioneer carried his goods packed on mule or horse. Loads averaged about 200 pounds; the normal day's journey was 25 miles. The average cost of moving a ton of freight one mile was about $1.00.



The covered wagon played an important role in America's history as settlers ventured in search of homestead, trade or gold. The prairie schooner held about 3,000 pounds; 25 miles was a good day's trip. The average cost of moving a ton of freight one mile was approximately 20 cents.

In the 1830's America's railroads had their beginnings. The early locomotive was a primitive affair. It could pull about 90 tons of freight, and 15 miles per hour was good travelling time. The average charge for moving a ton of freight one mile was approximately 7 cents.

A generation later, improved locomotives which burned coal instead of wood were running on tracks of steel instead of iron, thus making it possible to move heavier trains faster. The average charge per ton per mile had come down to approximately 3 cents.



Today's locomotives—Diesel, steam and electric—are a far cry from earlier railroad engines. With modern track and terminals, shops and signals, and countless other improved facilities, the modern locomotive makes possible—*an average charge, for moving a ton of freight one mile, of less than 1½ cents!*

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Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request.

You'll enjoy THE RAILROAD HOUR every Monday evening on NBC.

[*Continued from page 466*]

and deep appreciation. For we know how hard you have tried.

May you take with you only the fondest memories of your experiences while in Shelton and Oakland Bay, and forever feel secure in the knowledge that you have done a wonderful job and made a tremendous contribution to the community and families therein—a contribution far and above the calling of a teacher.

We again thank you for all you have done for our daughter, and we wish you well wherever you go.—LEONA AND HARRY CLARK, *Shelton, Wash.*

Okinawan Interprets US Schools

♦ *The letter below was sent to us by J. Murray Lee, dean, School of Education, Washington State College, Pullman. Comments Dr. Lee:*

"In a recent exam, I included this problem: 'Assume you are an elementary-school principal. Write a letter to a new teacher giving her an idea of the philosophy of your school.' The enclosed statement was submitted by Toshio Akamine, an Okinawan here on an Army scholarship. I think the statement illustrates the value of having educators from other countries work in the US."

Dear New Teacher,

. . . As one of your co-workers, may I give you some introduction to our school? Like many other American schools, we are trying all we can to help our next generation grow up. These little youngsters whom we are teaching today will represent our country tomorrow, and they will carry on our inherited ideal of democracy. These youngsters—born in the days of war, atomic bombs, and moral confusion—will be the ones to restore and maintain peace in the world.

In this sense, they do not appear uniform children. They are individual personalities who will contribute their personal efforts for the unique ideal of man on the earth. They are as much individuals as we adults are. Every one of them will follow a different pattern of growth, and every one will acquire his own individual set of values. We, as teachers and as their wholehearted friends, must satisfy their needs.

As you may already know, it takes a great deal of patience to meet the changing needs of so many different individual persons. We, like all scientists, must be patient. Our profession requires patience from us since education is never a one-day process. And like the atomic scientists, we can never make a mistake. One mistake in our profession may cause the destruction of the entire future of a person.

We know that the effect is always the

symptom of a cause. If anything compels us to take remedial action, we must seek for the cause which may be hidden deep beneath the surface.

If children are growing, we, too, must keep on growing. We know there is always a better technic, a better approach for our profession. Tomorrow we should be able to teach better, just as we are today teaching better than we did yesterday.

We are already feeling very close to you. We hope you will come to this school as if you were coming back to your own home. And please remember that we need your active leadership, for we, as members of our school, will take an active part to improve our profession.—TOSHIO AKAMINE, *principal.*

Orientation: A Fine Welcome

As I read last May's JOURNAL feature on orientation of new teachers [pages 286-287], I remembered how I had been welcomed a year ago to Manitowoc, Wis. It was an especially important welcome for me because I was both a new teacher in the community and a beginning teacher in the profession.

My contact with Manitowoc schools began the preceding spring. My application for a position was promptly answered. After a friendly interview with the superintendent, I signed my contract. From then on I received all school bulletins so that when school started I was fully informed on current school matters.

During the summer I requested from the schoolboard secretary the names of textbooks my classes would use. I received a prompt and courteous answer.

Shortly thereafter, the president of the Manitowoc Education Association sent me a welcoming letter listing names of teachers who would meet me when I arrived. I received a list of rooms and apartments which were available. Later I received a welcoming letter from the principal of the school where I was to teach. He sent along student and teacher handbooks outlining the rules and standards of life at Lincoln High.

On the morning when we reported for duty, all new teachers were invited to a welcoming breakfast. We were presented corsages and introduced to other faculty members at a citywide meeting. During the next few weeks, several individual teachers entertained us at dinner and escorted us about town to concerts and other activities.

A representative of the Welcome Wagon, a community organization, visited us with gifts from local merchants. One of the department stores welcomed us with its own gift. I think my welcome to Manitowoc was about the finest I could have.—MARY MARTIN, *Spanish department, Lincoln Highschool, Manitowoc, Wis.*

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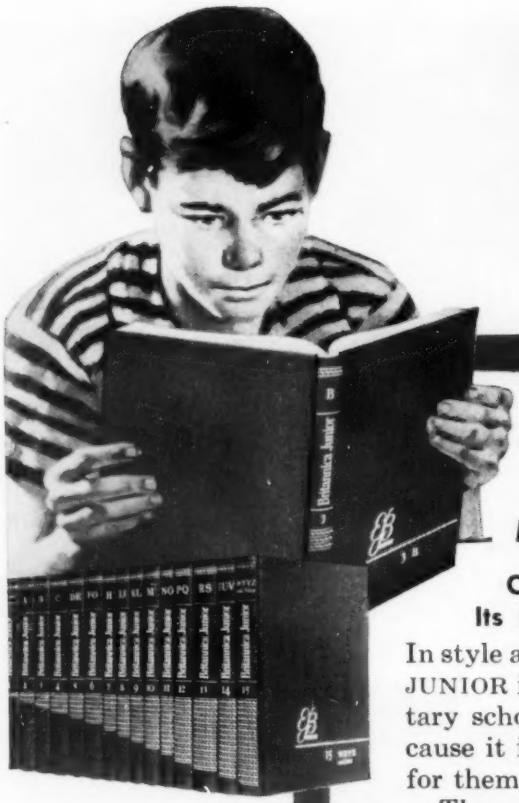

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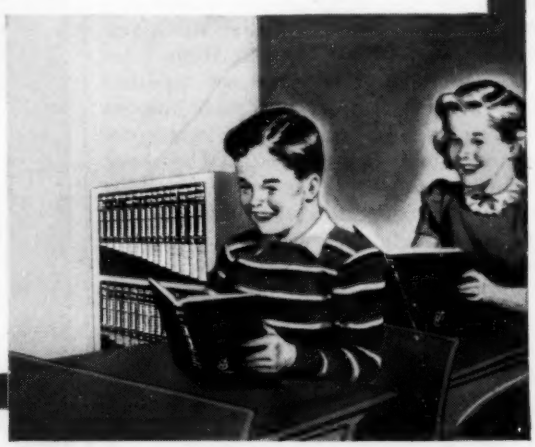

Write Educational Department

ENCYCLOPAEDIA BRITANNICA, INC.

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NEA Journal

NOVEMBER 1952

America's Greatest Challenge

For 40 centuries, nations have *risen only to fall.* In all this time, no country has ever thoroly trained its people to govern. If most Americans become informed, active citizens, they will write a new chapter in the history of mankind. What is more important, they will be in a strong position to make ours the first great nation *not* to fall.—From the bookjacket of *America's Greatest Challenge* by Walter E. Myer and Clay Coss, 1952. 215 p. $2.75. Civic Education Service, 1733 K Street Northwest, Washington 6, D. C.

EACH year for some time, we have called attention to one book which, if read and taken seriously by the great body of American citizens, would help to build the understanding essential to the operation, growth, and survival of our free democratic society. We name this year as "the most important book of 1952," *America's Greatest Challenge* by Walter E. Myer and Clay Coss. This book is on a subject which deeply concerns us all—the active participation of the citizen in his government. It states the case eloquently for an intensive campaign of political education: "Millions of people who will fight and die for democracy but not work for it . . . who possess the ballot but don't use it . . . who *could* help to make the laws under which they live but fail to do so . . . who have developed their technical and industrial skills to a high degree but have remained politically uneducated and indifferent . . . *this* is 'America's Political Tragedy!' "

There is something of a paradox and a special challenge in the fact that while there has been a striking increase in the number of highschool and college graduates, the percent of persons eligible to vote who actually voted has been lower than formerly. "The following figures show how many people who were eligible to vote in earlier Presidential elections did so: In 1880, 87%; in 1896, 85%; in 1900, 74%. Turning to more recent Presidential elections, here is the number of people of voting age who have gone to the polls: In 1940, 63%; in 1944, 57%; in 1948, 51%."

There are 20 million more highschool graduates and four million more college graduates in our electorate today than in the election of 1932. This added educational opportunity imposes increased responsibility for the exercise of civic intelligence.

It is with such matters that this book deals, in a readable, convincing manner. It gives concrete suggestions for the teacher in the school and the citizen in the community. The identification of a score of "Problems To Be Solved" and the description of "Tools for the Citizen" are especially useful. Persons interested in getting out the vote on election day will want to read pages 121-123.

The authorship of this book assures its excellence. Mr. Myer has spent a lifetime pioneering in political education—teaching history, economics, and sociology in highschool and college: and publishing material for school use. Since 1925, he has been director of Civic Education Service. He is editor of its weekly publications on current history—*The American Observer, The Weekly News Review, The Junior Review, The Young Citizen,* and *The Civic Leader*—which have had wide circulation in the nation's schools. Clay Coss is managing editor of the Civic Education Service periodicals and coauthor with Mr. Myer of other important books in this field.

Say the authors: "If man is to solve his most dangerous problems, if he is to achieve universal prosperity and security, and if he is to keep from destroying himself by his own inventive genius, he must develop his reasoning powers and political knowledge to a far greater extent than ever before. He must achieve an understanding of human relationships which he has not possessed up to now. . . . The hour is late, and we have no time to lose. Will the historians of tomorrow look back upon this generation and write of opportunities used or lost? Will they describe our scientific achievements as liberators or Frankensteins? Will they say of us that we *nobly saved, or meanly lost, the last best hope of Earth?*"

Joy Elmer Morgan, EDITOR

The editor's page

IN A NUTSHELL

- *Disunity destroys; unity builds.*
- *Success often comes thru failure.*
- *Selfseeking always warps judgment.*
- *Prejudice is poison; don't swallow it.*
- *The partner of power is responsibility.*
- *To write or speak well, one must have something to say.*
- *Militarization has always been followed by degeneration.*
- *Teach each child to see something beautiful in nature every day.*
- *Remember the banana; when it leaves the bunch it gets skinned.*
- *Paying dues to help advance one's profession is a privilege and should be a pleasure.*
- *The average life span in the United States is now 20 years longer than in 1900.*

The Glory of a Greater Loyalty

ORGANIZATION is a wonderful thing! Many people so different, as all humans are, yet bound together by something larger than their differences; greater than themselves; working together with a combined memory richer than any individual memory; and a combined vision and courage that inspires and lifts and guides mankind to higher loyalty and achievement.

"Our" Profession

WITH the opening of every school year we need to dedicate ourselves anew. The late George Herbert Palmer in his famous address, "Trades and Professions," gave expression to ideals which should be inculcated in all prospective teachers and to which all of us may well turn again and again. Here is a brief quotation: "Our common term is 'a member of a profession,' plainly indicating that he who deserves to be called such is no longer a merely individual person. He has merged his individuality with that of others and now belongs to a brotherhood which possesses a common stock of knowledge, common purposes, common standards, which are continually growing and to which each member of the brotherhood is expected to conform and contribute. To the criticized maintenance and advancement of this brotherhood all else is subordinated. You are here today because as members of the teaching profession you know you cannot do your work well out of your own heads. To a large degree you are dependent on those who are teachers already. Knowledge of our beautiful art has been accumulating from generation to generation and now furnishes the common stock from which we all draw. Each speaks not of 'my' profession, but of 'our' profession, and labors to advance rather it than himself."

Thanksgiving Prayer

OUR Heavenly Father, we thank Thee for the gift of responsibility. Give us this day our daily bread of courage and wisdom, and forgive us our debts of past failure as we forgive those who have failed us. And lead us not into the temptation of indifference to the great issues and needs of our time. But deliver us from the evils of doubt and fear and suspicion and all pettiness. Grant that out of the wide fellowships and noble companionships of our calling may come a deep purpose to go forward as we have never gone forward before. Give us the strength to translate our dreams into the concrete things that must be done day by day to realize those dreams. And may the inspiration of great teachers of all ages be and ever abide with us.

Our United Voice

EVERY teacher who is established professionally should assume responsibility for informing at least one new teacher about the work of our organized profession and the importance of actively supporting its programs. Our united education associations are dedicated to the upbuilding of democratic civilization and supported by the loyal cooperation of the teachers of the United States to advance the interests of the teaching profession, promote the welfare of children, and foster the education of all the people.

Local, state, and national associations are united for service.

They encourage and develop leadership within the profession.

They furnish opportunities for growth thru participation in the work of the profession.

They help form the ideals of the profession and serve as a clearinghouse for new ideas.

They are the voice of those in the service and speak with authority for the profession.

They interpret education to the public. Their journals, yearbooks, and other publications tell a continuing story of the purposes, achievements, and needs of education.

They conduct research and broadcast the findings to members of the teaching profession and to interested laymen.

They sponsor wise laws for the welfare of teachers and the improvement of our schools.

They oppose legislation which would weaken or handicap our schools.

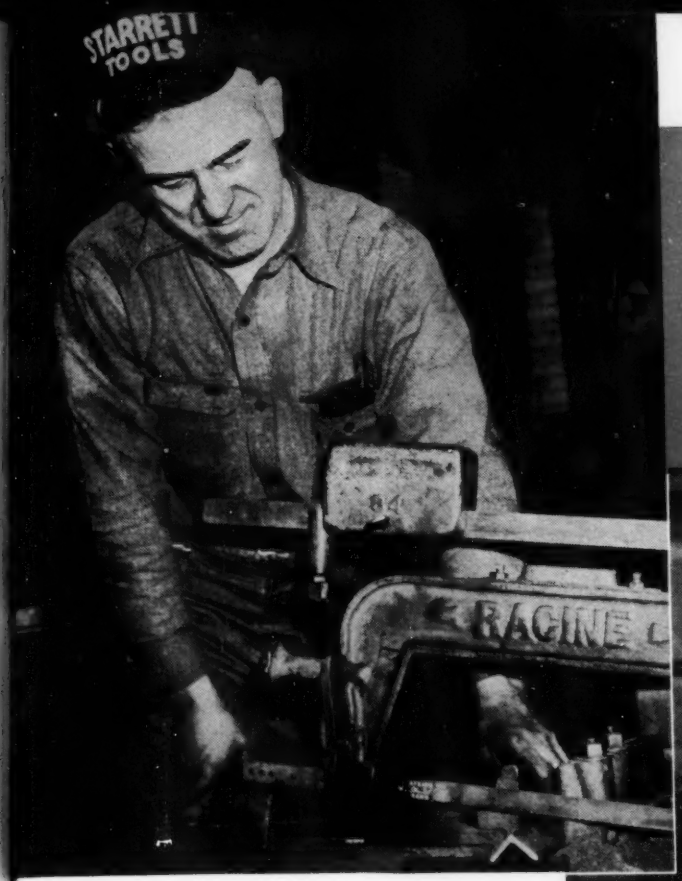
They work for the children of the nation.

They increase the efficiency of the teaching profession thru a program of inservice education.

They bring about cooperation among the various groups within the profession.

They facilitate cooperation with other professions and organized groups interested in the welfare of children and the advancement of education.

The National Education Association is the only organization that represents or has the possibility of representing the great body of teachers in the United States.



The Open Door

—a year-round program of school visitation

At a time convenient for his employer and himself, Mr. Erickson leaves his work [above] to visit his daughter's classroom in regular session [right].

V. ARTHUR KOIVUMAKI

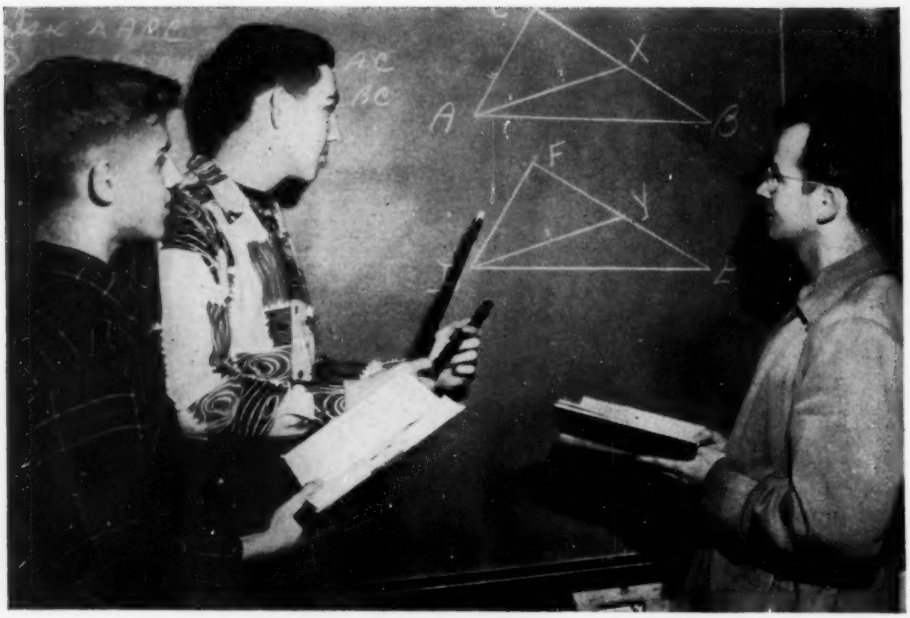
FIGURATIVELY speaking, the doors of our public schools are open to anyone at any time. But does a working father have the opportunity to visit school while classes are in regular session? Does a teacher who has a child of his own in school have a chance to visit his own child's classes while they are in regular session?

Because many parents work during school hours, they visit school only in the evening—if at all. And they usually visit on special occasions, when everything is all dressed up—including the teacher.

Visits at special times are fine, but they may give a somewhat different picture of what goes on in our schools than unannounced visits.

In Winona, Minnesota, we not only encourage school visitations on

Mr. Koivumaki is director of speech and related activities, Winona Public Schools, Winona, Minnesota.



Mr. Mullen [right] observes his son's work in a geometry class.

special occasions when our best foot is forward, but we also say, "Come as you are and see us as we are on any day of the school year that classes are in session."

Moreover, we are making it possible for all working parents—especially fathers—to visit school during the daytime. Our year-round plan of school visitation while classes are in regular session is called The Open Door. Some 75 Winona business firms are cooperating with our public-school system in this plan. As a result, each employe of these firms who requests it gets two hours off with pay once each year to visit his child's school.

To sell local industries on this idea school leaders talked about The Open Door plan to directors of those industries. School leaders also talked to the labor and trades council and the local chamber of commerce. Most community leaders approved the plan.

The chamber of commerce agreed to send a letter to its membership explaining The Open Door and asking cooperation. The response to the letter was encouraging, and the list of firms endorsing The Open Door continues to grow.

This general friendly spirit of cooperation among employer, employe, and our schools makes visitation easy for everyone. Visits are scheduled at times during the nine-month school year that are convenient to both employers and employes.

Therefore, getting employers, employes, and schools to adopt The Open Door is not difficult. The biggest job is to get parents to request time off from their jobs to see the schools in action. An aggressive school administration and faculty that aren't afraid to let parents observe classes in regular session are needed to encourage parents to take advantage of the plan and actually visit their schools.

Results of The Open Door

What is to be gained by just a two-hour visit to your child's classroom only once a year? Well, I made my first visit to my child's classroom last year. I visited, I watched, I learned, and I marveled at the job Mrs. Knowlton was doing with her class—and my boy. I evaluated myself as a teacher and as a parent.

Parents visited my classes. I frankly was inspired by their presence—not to fold up completely, but to do a better job of teaching.

Naturally, we hope that parents who visit the schools will sing our praises. But if they don't, we should be big enough to accept just criticism and do something constructive about it. The best public-relations program always embraces human warmth and understanding — the basic qualities inherent in the plan of allowing working parents to see the schools in action. #

Beyond the Realm of Duty

IF THERE were a medal for teachers who serve beyond the realm of duty, you, the new teacher, would get one when committee work is assigned. The more YB (Your Boss) likes your work, the more work comes your way. Clubs, teams, school papers, plays, teacher parties—all the things that ET (Experienced Teacher) has learned to accept—are waiting for your talents, time, and energy.

Were YB a saint, he could not distribute extracurriculum jobs equally. Some old-timers haven't the skill to work with pupils on a voluntary basis and would kill any club they touched. Other old-timers are so popular with the studentbody they would be killed with overwork.

If you are annoyed with your schedule, sit down some evening and search for the yardstick of measurement for teacher load—the inch or the gallon by which YB can divide the work evenly among all staff members. Should you find this measure, do not leave the world in darkness. Telegraph at once to the NEA Research Division that you have made the discovery of the century.

School activities are not the only ones you'll be asked to squeeze into your busy schedule. When at day's end you trudge home to rest, expect the telephone to ring. Will you chaperone a hayride? Set up a youth canteen? Teach in Sunday School?

All of these are so *worthwhile*, and you are so eager to be accepted by the community. But beware of Demon Time, who limits the work of all. If you spread yourself too thin, you may not do a good job at anything. In any case, you risk getting that edge in your voice which means fatigue.

Ask ET which are the important things expected of a teacher in the community. Do a fair share of community work, then postpone the rest until another year. All work and no play makes a poor teacher, but school begins at 8:30. When you signed that contract, teaching became your job.

—*From* Professional Pointers for Teachers, *written by Leonore Holliday, Washington Junior Highschool, Cincinnati, for the Ohio Education Association.*

For the beginning teacher

Solving your arithmetic problems

ARLINGTON, VIRGINIA, PUBLIC SCHOOLS

Elizabeth Bell, Orleta Coston and Elizabeth Gates

IN ORDER to insure the child's understanding abstract numbers, the good classroom teacher provides the child with many and varied experiences in counting objects and a general understanding of what numbers mean. The child should be able to see and understand groups of numbers and to see them in relation to 10 and to other numbers. Much experience in working with concrete objects, in sensing relationships between numbers, and estimating will promote a good understanding of the number system and tend to prevent trouble.

To aid in developing meaning in arithmetic, we use such helps as wooden blocks in a frame, paper blocked off in 100 squares, the abacus, linoleum blocks, counting frame, wooden spools, peg board, flannelboard with felt pieces, pictures, real and vicarious experiences, dramatics. Here are several case studies that illustrate how we used these and other aids in our classes.

Mrs. Bell, Mrs. Coston, and Mrs. Gates are elementary teachers in the Arlington County, Virginia, public-school system.

Understanding Addition and Subtraction

Billy, a fourth-grader, was having trouble with addition and subtraction. To locate the source of his difficulty, we tried to find out what he really knew and understood. We grouped objects and asked him how many he saw. We soon found that he counted by ones several times before he was sure of the group.

Realizing that he did not see numbers in groups or in relation to 10, we developed addition combinations thru 10. Many concrete objects were used, such as linoleum blocks, wooden spools, peg board, blocks, 100-bead counter, and flannelboard.

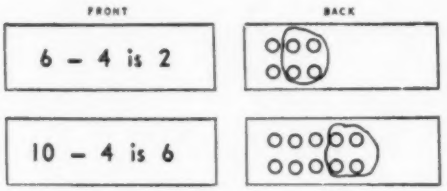
He developed the addition and subtraction facts by counting objects and arranging the objects in different groups to make the sums of 2, 3, 4, and finally 10.

As each combination was found, a number picture card was made for it. He wrote the number fact on one side and drew a picture of it on the other side, thus:

FRONT	BACK
3 and 2 are 5	○○○ ○○
4 and 2 are 6	○○ ○ ○○ ○

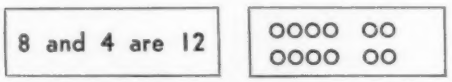
Subtraction combinations were de-

veloped thru 10 in the same manner by making cards such as these:



When we felt that he had a good understanding of the numbers thru 10, we started developing the numbers from 10 to 20. Helping him to see the relation of a number to 10 was very important. So, using the same objects as before, he started making the combinations for 11. He already knew that 5 and 5 were 10; that 11 was one more than 10; 6 was one more than 5; 5 and 5 and one more make 11. With the use of the objects, it was very easy to find out that 5 and 6 are 11.

Again we made cards with the combination on one side and a picture on the other side, always showing the relation of the number to 10, such as:



After two weeks of work, Billy was beginning to add numbers more quickly and with more understanding by using certain numbers as his "thinking numbers."

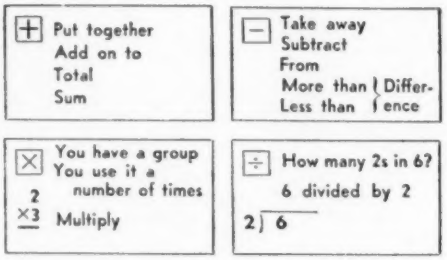
Help with Problem Solving

Sally, also a fourth-grade pupil, was unable to solve written story problems. We tried to locate the source of her difficulty by making up problems from her own experience and asking her to solve them orally, or by using materials, or by acting the problems out. We also read problems to her from books to find out whether she could remember the information given. We checked to see whether she knew the process asked for in the problem.

She would often give a correct answer to an oral problem but could not explain how she arrived at the answer. She lacked an arithmetic vocabulary.

To help her develop this, we started out by finding what each process meant to her. In addition, she knew that you "add on to" or "put together"; in subtraction, you "take away"; in multiplication, "you see things many times," and in division "you find out how many times a group is used."

We made dictionary cards for each process, using both the symbol and the known words, thus:



We made up some story problems using addition and wrote them on paper, using words familiar to her. We found problems in books using similar words and asking for the same solution. As her arithmetical vocabulary increased, we added words to the card, such as "total" and "sum." We used the same method in developing the vocabulary in the other three processes, making sure that her understanding of the words used to help solve problems was clear before going to the next process.

After we thought that a good arithmetical language concept was developed, we then let her attempt to read and solve problems from a book in which mixed processes were used.

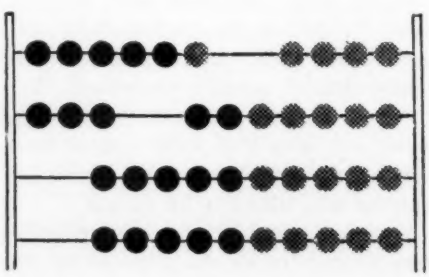
Seeing Numbers in Groups

Jane, age 9, had no way of attacking a problem except counting out the answer by ones. This difficulty was found as she was observed while taking a test in the addition facts. We soon found that her difficulty was inability to see numbers in groups.

She was given the example 6+7 and was asked to work it out on the counting frame.

After she had done so, she was asked to tell us what method she had used. Her quick response was, "I counted."

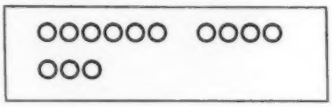
We arranged the first two rows of the counter like this:



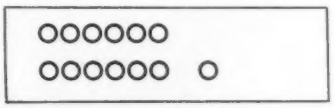
Jane learned that after she had moved over the 6 beads, she had 4 left on that row. She then used those 4 and 3 on the next row to make 7. Next she was led to see that if all the beads on any given row were used the number would be 10. With 10 on the first row and 3 on the next, she could see that the answer was 13.

She was asked to think of various ways of proving her answer. Thru abstract thinking she replied, "I know 6 and 6 are 12 so 6 and 7 must be 13."

That was proof enough in the abstract, but did she really understand the combination? We wanted to make sure. She was asked to arrange the problem with several of the counting devices, including felt circles on the flannelboard. These were arranged in relation to ten, thus:



Then we also let her arrange them in relation to the 6+6 that she had suggested:



The subtraction facts of 6 from 13 and 7 from 13 were also taught by using the concrete objects.

Then the other combinations of 13 and their reverses were developed (such as 9+4). Plenty of time was given to *see* and *feel* these combinations.

Many such examples were given and worked out in all the possibilities. She not only was led to find the answers by seeing the objects in groups of 5 or 10, but she also learned to use groups of 2, 3, 4, and 6.

We urge that children be given many opportunities in arithmetic to draw pictures, to estimate, to dramatize, to discuss problems with others, to create their own problems from real experience. In so doing they will be helped to see groups of numbers, to see numbers in relation to 10, to give a reasonable estimate, to find answers for themselves, to understand place value, to think in the abstract, to build their own vocabulary, to go gradually from the concrete to the abstract, and to learn to use concrete objects. All of these practices contribute to real understanding in arithmetic. #

NEA Federal Legislative Policy

as defined in the NEA Platform and 1952 Resolutions

GENERAL Federal Aid [Platform, Sec. V-B and V-B-1]—The National Education Association advocates:

[B] Financial assistance from the federal government to the states and territories, possessions, and District of Columbia for the support of public education.

[B-1] Federal funds provided with the understanding that the expenditure of such funds and the shaping of educational policies be matters of state and local control.

School Construction Aid [Res. 17]—The Association recommends: That federal funds be made available to assist the states in meeting the critical needs for public school housing. Such funds should be distributed thru the regularly constituted state educational agencies.

Federal Aid in Cases of Disaster [Platform, Sec. V-B-2]—The Association advocates: Special federal funds be made available without federal dictation to prevent the interruption of education in devastated areas when widespread disasters occur.

Federal Aid to Impacted Areas [Platform, Sec. V-B-3]—The Association advocates: The federal government should reimburse local taxing bodies where federal acquisition of property and establishment of federal projects have distorted the tax base by loss of revenue or by increased population requiring extra school services.

Public Funds for Public Education [Res. 16]—The Association reaffirms its position that all agencies charged with the responsibility for the expenditure of public funds for education or the shaping of educational policy should devote such funds exclusively to publicly controlled and tax-supported educational institutions.

Exemption of Retirement Incomes [Platform, Sec. II-G]—The Association continues to advocate that the federal income tax law be amended so that all retirement incomes will be exempt from federal income tax up to the highest amount allowed on any retirement incomes.

Social Security [Res. 8]—The National Education Association believes that properly planned and adequately financed state and local retirement systems serve best the requirements of the teaching profession.

If these systems are to be supplemented by federal social security provisions, the enacted federal legislation and state laws should give unconditional assurance that the total retirement benefits will not be reduced below those now guaranteed by present law. Such supplementary legislation should require an endorsement by referendum among the active members of the existing state or local retirement system.

National Defense [Platform, Sec. VII-A and VII-B]—

[A] The Association reaffirms its belief that adequate preparedness is necessary for national security and remains convinced that the American people must be alert to the need for such security; therefore, it calls upon the federal government to administer a program that will provide adequate national defense to assure peaceful working relations with other nations of the world.

[B] The function of the public schools is to develop moral stamina, physical vigor, mental health, scientific knowledge, basic technical skills, and civic competence of our people; therefore, the Association condemns any form of legislation which in the name of national security sets up parallel educational agencies that absorb, supplant, or duplicate the programs of educational facilities now in existence.

International Interchange of Teachers [Platform, Sec. VII-G, Res. 15]—

[G] Existing programs for international interchange of teachers [and students should be] expanded and adequately financed by local, state, and federal governments; and information regarding these programs [should be] made fully available to the profession.

[Res. 15] The Association recommends the establishment of a clearing house for information on international educational-exchange programs in the United States Office of Education.

National Board of Education [Platform, Sec. IV]—The development of education, whether at the local, state, or national level, should be placed above all temporary and partisan political issues and provided with appropriate administrative arrangements to safeguard the integrity of the educational process. The Association urges Congress to create a National Board of Education as an independent agency to administer the United States Office of Education. The members of the National Board should be appointed for long overlapping terms by the President with the consent of the Senate.

The Association further recommends that the National Board should select a professionally qualified commissioner of education, responsible to the board for the conduct of his office and the performance of his duties to serve as its executive officer.

Health and Physical Fitness [Platform, Sec. I-C and I-D]—The Association recommends:

[C] Expansion of our physical fitness program which will help the child to understand the scientific basis of health, physical and mental, and to develop health habits. This will include instruction regarding the effects of alcohol and narcotics upon the human body and upon society.

[D] Health services that will strengthen the effectiveness of individuals as citizens. The school should fight the evils of malnutrition, nervous tension, physical ailments, and lack of physical comforts by securing adequate food, clothing, and medical care thru coordinated efforts of local, state, and federal agencies for children who are in need.

Child Labor [Platform, Sec. I-E]—The Association advocates: Amendment of the Constitution of the United States to provide for the prohibition of child labor.

Vocational Education [Platform, Sec. I-H and IV-A-2]—The Association advocates: [I-H] Systematic programs of vocational and educational guidance, vocational placement and followup in charge of competent persons especially equipped for the work.

[IV-A-2] Complete program of vocational education organized and maintained as integral parts of local school systems with parttime and evening classes as needed.

Office of Education [Platform V-C]—The Association advocates: Funds appropriated to the Office of Education be augmented to make its efforts increasingly effective.

Narcotics [Res. 12]—The Association recommends local, state, and federal legislation that would impose special penalties for the sale or any form of distribution of narcotics to minors. #

[For an important statement on the evolution of the federal government's educational policy from 1785 thru World War II, see pages 500-501 of this JOURNAL.*]*

Playground Surfacing

Progress is being made in the quest for better surfacing.

FOR at least 20 years, park, recreation, and school officials have searched for a playground surfacing material which is satisfactory from the standpoints of health, safety, appearance, cost, and maintenance. Not until the past year, however, has this search been accompanied by much public interest.

The deaths of two Los Angeles elementary-school children who fell from playground apparatus attracted public attention to the surfacing problem. Several magazine articles have kept the problem before the public.

Playgrounds require surfacing for two main types of areas: [1] areas under fixed apparatus, and [2] general play areas.

Areas Under Fixed Apparatus

For surfacing under such equipment as swings, horizontal bars, and ladders, officials have sought a resilient, nonabrasive, inexpensive, durable, dustless, allweather, easily maintained product. That there is little agreement on an ideal product is shown by the varied use of grass, earth, asphalt, concrete, tanbark, sawdust, cork, plastics, and other materials.

Some people feel that when children use apparatus from which there is possibility of a fall, some type of cushioning material below the equipment is necessary. Sand, sawdust, and tanbark provide this protection.

These materials, however, have their shortcomings. Sand scatters (causing danger of slipping) and hardens when damp. Sawdust blows easily and clings to clothing. Tanbark is not always available. All these materials are difficult to keep sanitary, need persistent care, and require an enclosure which constitutes an additional hazard.

Users of asphalt or concrete surfaces claim that loose surfacing materials give children a false sense of security, that most injuries result from improper use of apparatus, that loose materials do not prevent head injuries, and that it is not what one falls on but how he falls that determines the severity of an injury.

Proponents of loose materials say that extra protection is worth extra cost; that children cannot be expected to recognize danger in the misuse of equipment; that supervision cannot eliminate all accidents; that if given a choice of materials on which to fall, most people would choose the softest; and that loose materials are less abrasive than asphalt or concrete.

In the meantime, new products have been developed for use under equipment. One is a rubber mat that has a cushioning effect because of air pockets on the underside. The other is a mat made up of a layer of scrap-rubber particles covered by canvas impregnated with an asphalt-like coating. Both products were installed last spring in the Los Angeles area and are undergoing tests.

General Play Areas

Surfacing of general play areas does not need to be quite as resilient as surfacing under equipment. But the other qualities listed above are desirable.

Playground directors report that concrete and asphalt surfaces are more satisfactory than grass, gravel, or earth surfaces. Grass is unsuitable when wet and is difficult to maintain. Gravel and earth are abrasive and need much attention.

Concrete and asphalt—altho abrasive and nonresilient—offer year-round utility, minimum maintenance problems, durability, good appearance, and freedom from dust. In addition, they can be easily marked for games. The abrasive condition of asphalt can be reduced by applying a seal coating.

Some playgrounds in the Midwest, particularly in Illinois, make use of a local material—natural rock asphalt. It is similar to other asphalt products but is more resilient.

Since 1949, Akron, Ohio, has experimented with rubber-surfaced playgrounds. Boston, Massachusetts, has also tried the idea. Rubber gives a nonabrasive, slightly resilient, allweather surface and is relatively inexpensive to apply. Additional time will reveal its durability.

Some Suggestions

This is the present picture of playground surfacing. It is not completely satisfactory to all concerned—children, parents, and officials—but progress is being made.

A National Committee on Surfacing Recreation Areas has made a survey and continues to look for better solutions to surfacing problems. Among the organizations represented on the committee is the American Association for Health, Physical Education, and Recreation, an NEA department. Playground leaders and teachers can improve local safety programs by developing and analyzing detailed records of the types and causes of playground accidents.

While experimentation continues, officials can keep accidents on playgrounds at a minimum by:

[1] Choosing the surfacing material best suited to use of area.

[2] Selecting suitable apparatus for the children to be served.

[3] Properly locating apparatus.

[4] Distributing play areas to avoid congestion.

[5] Placing limit lines around fixed apparatus.

[6] Instructing children about proper use of the apparatus.

[7] Providing qualified supervision.

[8] Offering activities and instruction at recess and lunch periods.

[9] Assigning pupil patrols to help children use apparatus safely.

[10] Getting parents to support safety regulations set down by playground, park, and school personnel.

—J. BERTRAM KESSEL, *consultant in recreation and outdoor education, American Association for Health, Physical Education and Recreation.*

For further information on this subject, see the symposium on playground surfacing in the September 1952 issue of *Safety Education*. This magazine is published monthly by the National Safety Council, 425 N. Michigan Ave., Chicago 11.

There's more to business education

. . . *than typewriting and shorthand.*

BERNARD R. GYGER

"THERE'S more to business education than typewriting and shorthand." That statement applies to the highschool business-education program in two ways.

In the first place, there are literally many, many more business-education courses than typewriting and shorthand. These two courses, along with bookkeeping, received major emphasis in the traditional business-education program. But as business has become more specialized, business education has kept pace.

Today, for example, highschools offer classes in general clerical work, filing, and the use of modern office equipment. Students are taught what personal standards are expected of office workers and store employes. The vast growth in the number of people employed in the retailing field has led to a corresponding growth in programs preparing young people for work in the distributive occupations.

Figuratively, too, there is more to business education than typewriting, bookkeeping, and shorthand. For business education has become more than vocational training for just those students who plan to enter the business field. It has become an important phase of the education of every student.

Hamden L. Forkner, head of the business-education department at Teachers College, Columbia University, summed it up in a contribution to the December 1949 issue of the *National Business Education Quarterly*. He said:

"Every individual, at one time or another, uses business services. He buys merchandise, insurance, and services; he contributes to social security; he pays taxes; he votes on issues that have to do with his economic life.

"Business education that deals with these aspects of daily living is comparable to the social-studies curriculum that deals with civic competence. Both are important as a part of the requirements for social-business competence on the part of all youth."

Mr. Gyger is director of the Department of Vocational and Adult Education, Omaha [Nebraska] Public Schools.

Case Histories

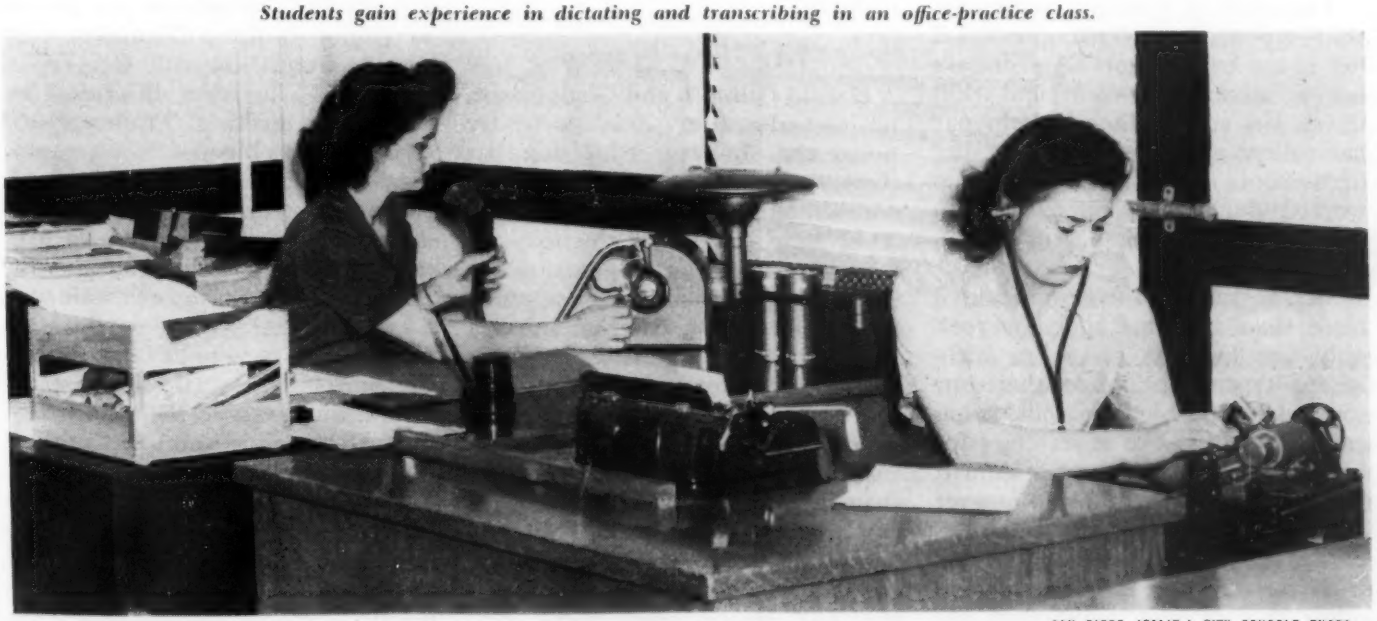
Now let's look at a few actual case histories which illustrate specific values of business education:

Mr. A graduated from an Omaha [Nebraska] highschool a number of years ago. In highschool he had taken a business-education course, specializing in bookkeeping and accounting. That preparation enabled him to secure a beginner's job at the headquarters of the Union Pacific Railroad, one of Omaha's most important businesses. Today, Mr. A is a general passenger agent of the Union Pacific Railroad.

Mr. B is another graduate from an Omaha highschool. He, too, pursued a business-education course—in the field of retailing. His preparation helped him get a job in a local clothing store. Today, he operates his own haberdashery.

In these two cases highschool business education provided the vocational education which enabled these individuals to secure jobs following graduation. That same business education gave these men the back-

Students gain experience in dictating and transcribing in an office-practice class.



SAN DIEGO (CALIF.) CITY SCHOOLS PHOTO

OAKLAND (CALIF.) PUBLIC SCHOOLS PHOTO

A business-education student uses a modern bookkeeping machine. Students have opportunities to operate several popular makes of office equipment as well as a wide range of types of equipment.

ground which, with additional job experience, made possible their advancement to top positions in their respective fields.

But business education can be more than preparation for a specialized vocational field. Take the case of Mr. C:

Mr. C did not enrol in a full business-education course at Omaha's North Highschool, but he did study shorthand. When he graduated from highschool, the telephone company hired him—hired him primarily because he could take messages rapidly over the telephone.

Today Mr. C is a telephone-company executive. His shorthand skill has ceased to have much vocational value, tho it's still helpful personally. But the fact remains that it was pretty much that skill alone which gave Mr. C his opportunity to be with the telephone company at all.

Miss D graduated from highschool in 1949. She's now a senior at the University of Omaha and is majoring in education. While in highschool, Miss D took several business-education courses.

The training gave her a personal skill—typewriting—which has aided her in her college work. And it gave her a marketable vocational skill which has enabled her to help pay her college expenses. Ever since her highschool graduation she has worked during the summer in an office of the Omaha board of education.

Mrs. E graduated from highschool more than 20 years ago. She took only one business course in highschool—typewriting. But that one course has paid big dividends. It has enabled her to serve as secretary for her husband's business firm. And it has given her a valuable timesaver in her work as an Omaha Parent-Teacher Association leader.

In fact, Mrs. E has found this single skill of such value thru the years that she has set out to add to it. She hopes to take shorthand in night school this year.

These examples show that business education, tho it may be definite vocational preparation, is also often much more than that. It can be a steppingstone to a job, an aid to additional education, a personal satisfaction, and an aid in the performance of personal and civic responsibilities.

Two Major Purposes

Harold Gilbreth and Gladys Bahr, business-education leaders, have noted that business education has these two major phases: vocational education and general education. They have put the distinction this way: One phase is preparation for earning an income; the other phase is preparation for using an income.

In preparing highschool students to earn an income, business educators should consider the relative need for different business skills. The Census Bureau reports that in 1940 more than 15% of the total labor force was employed in four major business fields. The percents were as follows: bookkeepers, accountants, and cashiers, 1.72; stenographers, secretaries, and typists, 2.21; clerical workers, 4.73; and sales workers, 6.71. These percents may vary in different localities, however—a fact which emphasizes the importance of periodic surveys to determine the types of jobs available in a given community.

Courses designed to train students to use an income wisely have, at present, a variety of names. Generally thought of as basic-business courses, such courses are also known as Junior Business Training, General Business, Economic Geography, Consumer Education, Business Law, Advanced Business Training, and Consumer Problems.

Whether a particular business-education course is intended primarily to prepare students to earn an income or to use an income, the teacher needs to have been trained as a teacher. All business-education teachers also need to be familiar with the equipment, practices, and standards of businesses in the community.

Much depends upon the work of these business-education teachers. For their job is to prepare individuals for effective living in the economic and business world—an area of life which grows ever more complicated. #

The Democracy We're Living

What better place is there to learn good citizenship—and develop character—than in a junior-highschool civics class?

PRISCILLA DRAKE

WE'RE building a model community in our junior high-school civics class, and we're having our problems. For example, should the hospital be in the central part of the town where it would be handy but noisy, or in the outskirts, where "a guy might die before you could get him there"?

We don't like to compromise, but we are slowly learning that you can't fight out all issues with your fists. When the pupils are criticized by their peers, it is not always accepted with grace, but it's accepted. The church Tom built was too rickety to put in our community, Margaret's green firehouse was just "out" because no one ever saw a fire station that wasn't red, and Fred's highway looked "crummy" with so little sand on it. These situations were all corrected without my interference.

The committee chairmen didn't invite Margaret to be on any of the model-city planning committees. I asked the culprits how they would like it if nobody wanted them. Their only answer was, "I guess we had better find Margaret and have a talk with her."

Last week a boy who had been insolent to three teachers was transferred to my class. He did his work well and behaved himself. Out of curiosity I asked him why he behaved so well in my room and so poorly in other classes.

"I wouldn't double-cross you," was his answer.

I didn't question him further but decided that maybe he had learned something besides textbook facts in the civics class.

Jerry, a D.P., has been a member of the class for about a month. His dress and his ignorance of the language could be subjects of ridicule, but somehow in our new civics community we just forget to be cruel.

Jerry was chewing gum yesterday, and I frowned upon it. The class rallied to his defense and said, "It's all right with us. We won't chew gum, but let him. It's the first he ever had." I asked if they couldn't teach him the things he should do, rather than those he shouldn't. Their answer was that he needs to know both. This little D. P. has taught them much that is not in the text.

"We want our model town to be beautiful with a lot of colors," volunteered one boy whose cheeks were as bright as his red flannel shirt. Then followed a discussion of what constitutes beauty.

"It comes from inside of you . . . it's touching to the heart . . . is what God makes . . . is the old trees of the forest talking to their children about what used to be . . . is your own home when you come home tired . . . is what you see when you have had a big snowstorm and look out the window the next morning . . . is the way the world looks when you're thinking nice thoughts." These are their own definitions.

Why was Bob so hateful and so disagreeable in class? He was a typical "wise guy" who was so well versed in every subject that it was hard to appeal to him. I read *Mama's Bank Account* to the class while Bob hummed to himself, and when he tired of this, he put his fingers in his ears. What could I suggest to keep him busy, and yet have him contribute to our model town?

With my best smile I said, "What would you like to make?"

"Nuttin."

"Help us out," I appealed. "We need equipment for our park."

It was an inspiration. The next day he brought in swings, see-saws, and a basketball court.

"I spent three hours on those swings, but they work," he said.

"I wish I knew of someone clever enough to make a background for our town."

"I am," said Bob.

I don't know whether finding Bob's niche for him is concomitant learning or not, but the class is beginning to respect him, and Bob's chest is expanding. I don't think he ever really enjoyed his anti-social, belligerent role.

Santo, a boy who talks incessantly, as he entered class yesterday and passed by my desk said, "I'm going to be a good hombre today." When I asked him how he happened to decide that, he said he figured that he had been a nuisance long enough.

Character development? It's queer that when you want to make a cake, you start out to make a cake, but character seems to grow best, I have found, when you apparently start out to do something else.

The young people in my class represent 11 national backgrounds, three major religious groups, and two races, but we never think of these differences. We're all for one and one for all.

For example, Anthony and I were walking up the stairs bound for class. We were about five minutes late because of a conference in the principal's office, and I could imagine how noisy my class would be.

Anthony said, "I think you had better wait a minute while I warn the class that you're on your way, otherwise they'll be noisy, and they really don't mean it."

So I cooperated while Anthony preceded as my advance guard. Maybe it was poor pedagogy, but what more would have been accomplished by my pouncing on my class?

William's four-year-old "brudder" fell out of a car and has a blood clot, Eddie's mother has gallstones, and Sam's cousin has just won a scholarship in music. The problem of one is the problem of all. We all criticize, and we all praise.

I think we are learning and living democracy, and building characters strong enough to meet the challenge. It's a civics class with subjectmatter to be learned, but what is civics other than the book form of the democracy we're living? #

Miss Drake is now social-studies teacher, Weaver Highschool, Hartford, Connecticut. Her article was written when she was a teacher of civics at the Burr Junior Highschool in Hartford.

Right outside your

is a laboratory for a variety of fascinating field trips.

An example of sheet erosion may be found after a steady rainfall in almost any schoolyard where there is bare, sloping earth.

OUTSIDE your classroom window, I venture to say, you can see an immediate environment which presents substantial lessons in physics, chemistry, geology, meteorology, agronomy, botany, and zoology. Within a block from your school, your students can see illustrations of all basic natural phenomena that might be seen on an extensive field trip.

Many teachers have regarded class field trips with strong disfavor. Such trips have often taken too much time; required special permission from an administrator; and involved problems of transportation, finance, discipline, and liability. There is also the likelihood that field trips will prompt student questions that are not answered in the textbook.

Most of these objections can be met by planning field trips which do not get out of sight of school. The possibility of arousing questions that the text does not answer is, of course, not an objection. To an alert teacher, it is a challenge.

A study to determine the educational values of long field trips was based on a 10-day, 1300-mile trip. Outcomes of the trip were surveyed in a 104-item test. Of these 104 items, 59 could have been answered as a result of direct experiences immediately outside a classroom window. Forty items could be answered only on the basis of outside authority. Only five could presumably be best answered by those who took the trip.

Dr. Palmer is director of conservation education, National Wildlife Federation, 3308 14th St. N. W., Washington, D. C. This summer he retired after serving more than 30 years as professor of nature and science education, Cornell University, Ithaca, New York.

My Classroom Window

To illustrate what may be seen from a window, I have chosen a window in my classroom at Cornell University. [See picture on next page.] Many times I have spent as much as three hours taking a class on a tour of the area seen from this window. Even then I have not exhausted its possibilities.

I could with profit spend a complete term studying the area which one sees from the window. In fact, last year some of our students did spend a good share of the term studying the changes that took place in a specified cubic foot of the area.

Let's assume that I want to illustrate a forest, a grassland, a desert, a waterway, an artificial environment. It's all there.

Let's say I wish to consider soil and wind erosion, overgrazing, contour management, slope. It's all there.

Let's say I even wish to have some animals to see how they behave under varying physical conditions. I don't have to send for the animals; they come without cost from nature—our biggest biological supply house. If the animals escape or die, I need have no concern; they will be immediately replaced.

These, then, are some of the advantages of the area which I see from my classroom window. I maintain that the same advantages are probably present in the area which you see from *your* classroom window.

Now let's look more closely at what can be seen thru my window. With the aid of the curtain cord, we can easily divide the window into eight sections to which we may refer during this discussion.

Water Flow and Erosion

The roof of the shop showing in sections 2-4 is an excellent wet laboratory. Since it is beyond the heated area of the building, snow remains unmelted on the section to the extreme left [2]. Water from the roof collects in little streams to form a "river" in the gutter which ends in a down-spout [bottom of 2].

The flow of water thru the downspout varies with climatic conditions in the "watershed" above. In spring when the snow is melting there is a reasonably constant flow. In summer the flow ceases except when, after a rain, we have "flash floods." Because of this erratic flow down the downspout, we cannot find in this "river" a dependable source of water power—even tho we can drive little water wheels and turbines at the times when water does come down that spout.

In winter the size of the icicles along the eaves tells us easily the size of the "watershed" feeding the icicle. Below a roof valley, for example, we find the largest icicles produced.

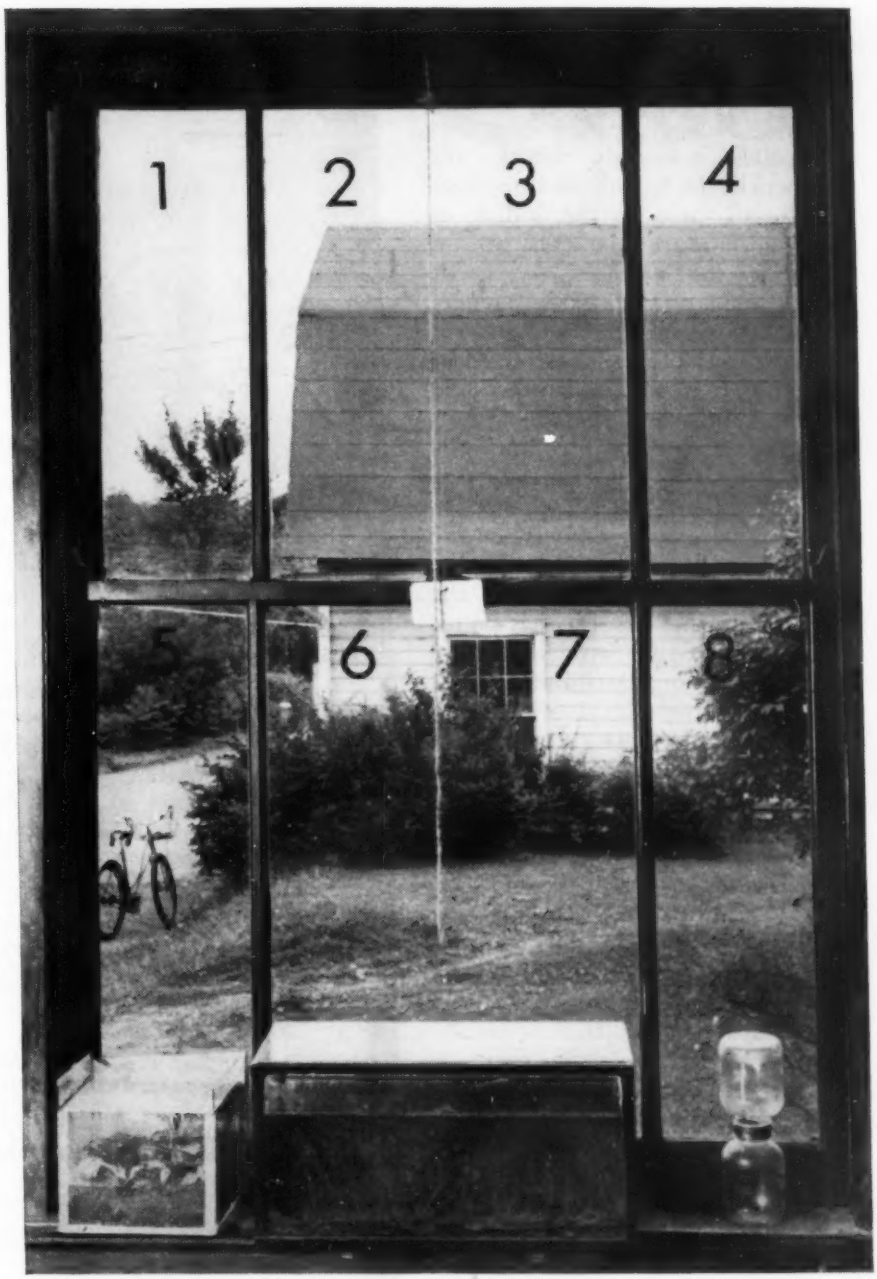
Because of the shrubs along the shed, we get no such spatter erosion at the base of the shed as we find below my window where there is no shrubbery. On the windows, however, we do get some spectacular gully erosion. Streaks on the window [5] show where rain drops have washed away the dust or "loess" that had been deposited there by the wind. If you cannot see this in the picture, you may notice it on the terrarium [5] or better yet on your own school window.

The end of the curtain cord [between 6 and 7] indicates a spot where we can see most interesting erosion stories if we get down on our knees and look intelligently. This is the lowest point in the area shown and it carries off the most water.

Where there are a few clumps of grass, the soil is anchored. In the lowest area where water flows most rapidly we find the smaller grains of

ur window

E. LAURENCE PALMER



This is the classroom window which Dr. Palmer discusses in his article.

soil completely washed away. In this particular spot such action exposes a variety of kinds of gravel—including granites, shales, and limestones, since this spot happened to be a glacial deposit. Incidentally, it is down this rut that people walk most frequently and that automobile tires pass, so we find here the causes of erosion helped.

Weather Conditions

In passing, I may mention the aquarium and terrarium on my windowsill. These are little wet laboratories in which we may study aquatic and meteorological phenomena.

On the right is my little weather machine composed of two coffee jars fastened together by their pierced metal caps. In it we put the cluster flies that crowd this window in the fall months. With the help of a dark cloth, we can make them behave as they do at night. With a hot-water bottle we can raise the temperature to see what they do in summer. With an ice pack we can see what they do in winter. With a bit of wet blotter in one jar and a hot-water bottle beneath and an ice pack above we can make a cold front appear where clouds form and other interesting things happen.

Incidentally, since those cluster flies seek darkness when the temperature is below 50 degrees Fahrenheit, they try to crowd into my window when it is cool outside. As you may see in the shed window, a window ordinarily appears dark from the outside. When the flies get into the room they find a temperature above 50 degrees Fahrenheit and immediately try to get out by going toward the light.

Soil, Plants, and Animals

Maybe you feel that you should take a trip of some thousands of miles to visit the great grasslands of the world from which we get most of our food and raiment. But you can accomplish much in a study of a patch of lawn, even if it is no more than a few square inches in extent.

There is plenty of grassland for much study outside my window. If one sits, stands barefoot, or puts his bare hands on the grass-covered soil and on an adjacent bare spot, he will immediately notice differences in temperature, humidity, and other factors. At night earthworms come up thru the grass-covered area and leave their burrow entrances more abundantly than they do in the bare spots. I could show you this in five minutes in this spot outside my window. You could do the same outside your window, I rather suspect; I have seen it in the heart of the largest cities.

Who can say whether the temperature and humidity vary less in a grass-covered spot than in a bare spot because of the grass; or whether the grass is there because the temperature and humidity vary less? You and your pupils might think this over and will probably come to a sensible conclusion. I have not the slightest desire to help you in the matter since it will be more valuable for you to discover this answer for yourself.

In this bit of grassland between these buildings, we can find a whole collection of living representatives of the major groups of plants and animals. Mosses, legumes, grasses, composites, mustards, mints, and members of the figwort and rose families are all there for the finding—as they no doubt are in your yard.

Among the animals are earthworms, slugs (mollusks), spiders, many insects, and other invertebrates. Toads representing the amphibia, garter snakes representing reptiles, robins and sparrows representing birds, and meadow mice and cottontail rabbits representing mammals have all left signs of their presence in the area you see between the two buildings.

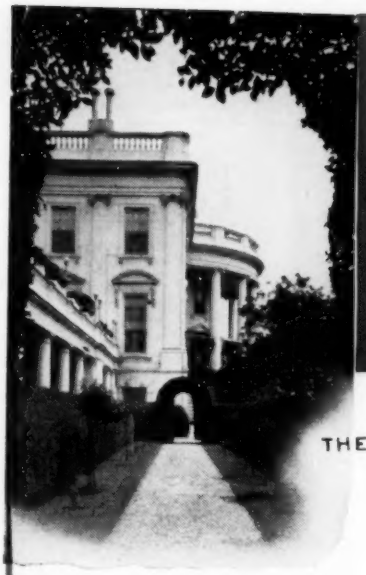
The slope of land varies in the area and I rather suspect that better than a thousand students have learned how to determine percent of slope by using a level and two 50-inch sticks on the area to the right of the bicycle in our picture.

But you may say we have not yet visited a forest. Don't let that worry you. Any woody plant a few inches high may give you the story of a forest. The few shrubs in this picture are all that you need at any time if you can appreciate that big generalizations are merely collections of little facts.

Under these shrubs we have a shaded forest floor. The leaves have not developed in the interior of the shrubs—in part because the leaves in our little forest canopy cut off the light. There are few grasses on the ground under our little forest—in part because of light conditions determined by the woody plants above. There is little erosion under these plants, and the temperature and humidity there are even more static than in the grasslands of our lawns, where they are more static than on the bare soil. The bare or paved spots are my desert laboratories.

Your Classroom Window

I am sure that in an hour in a spot such as we have here discussed we could illustrate most of the basic firsthand experiences that might be presented on a long field trip. Extensive trips are unnecessary for teachers who have the imagination to see the opportunities which are right outside their classroom windows. #



The President's Proclamation

THE WHITE HOUSE
WASHINGTON

August 21, 1952

TO THE PATRONS, STUDENTS AND TEACHERS OF AMERICAN SCHOOLS:

No nation has placed greater faith in education than has the United States of America. From the beginning of our history, we have looked to schools and colleges as the continuing source of enlightened minds, trained hands, and a practicing faith in democracy.

Our firm belief in education for all carries obligations: to provide good teachers in sufficient numbers, adequate school buildings for a growing population, and, where necessary, financial aid to able and ambitious students who cannot otherwise continue their education beyond high school. Much must be done, immediately and continuously, in every school district and State and throughout the country, if we are to fulfill our obligations to our boys and girls, to our Nation, and to freedom-loving peoples throughout the world.

I am sure that teachers and parents -- indeed, all citizens -- share my desire to see every American child grow in intellectual and spiritual stature, learning not only the basic lessons of arithmetic, reading, and writing, but also the skills and attitudes essential to good citizenship in today's world.

Harry Truman

for

American Education Week

Wheels are turning in OREGON

and the state is well on its way to reaching Centennial Action Program goals.

RICHARD H. BARSS

WE MEMBERS of the Oregon Education Association adopted the NEA Centennial Action Program a year ago. When we did, we started a lot of wheels turning for a more vigorous organization.

The mere adoption of the inspiring CAP goals which had been accepted by the 1951 NEA Representative Assembly was not enough for us. We wanted to make the goals specifically applicable to our Oregon situations. We felt that effective action would result only if we itemized what we aimed to accomplish within our state by 1957.

It was the August 1951 meeting of the board of trustees of the Oregon Education Association which started our current activity. The board recommended adoption of the CAP goals by our representative council but said that the goals needed interpretation "to make them sufficiently concrete for effective action." The trustees passed a motion providing for the expansion of each goal.

The wheels are turning, all right! The single phrases of the CAP goals have been translated into 16 mimeographed pages of particulars—almost a page on every CAP goal. In addition, the association has produced a supplementary statement of additional long-range goals.

Both statements are in an evolutionary process. They were first sent out to each of the association's county and local associations for study and recommendations last spring. Then in August officers from all over the state went over them again at the Summer Leaders Workshop.

Now the statements are being further refined by a committee of the board of trustees before being sent to our representative council in early December for final adoption.

The whole process has provoked intensive discussion. Good-natured controversy has sharpened honest differences of opinion. It is helping all of us crystallize our thinking about the association program.

For example, our tentative statement of specifics on the CAP goal of "an adequate professional salary for all members" said: "Beginning salaries should be commensurate with those offered beginning engineers, chemists, business - administration graduates, pharmacists, and others of comparable training." Salary schedules should permit the teacher to "at least double his beginning salary within 15 years" and permit him "to enjoy cultural advantages similar to other college graduates."

"That's just a lot of words!" objected one of our department officers at the Leaders Workshop. "Put down the amounts in dollars and cents so everyone can understand."

This was countered by another participant. "Remember, this is to cover the period to 1957 when the CAP ends," he said. "We can't know what inflation may bring by then. It's better to state the principle in relation to other salaries and set the specifics on a year-to-year basis."

No decision has been reached on that controversy yet. The final statement will probably be decided by the representative council.

How have our tentative CAP goals been stated? First, for each goal we have set down our current Oregon position. Then we have listed the specifics of what we intend to do.

Take the goal, "a professionally prepared and competent person in every school position." Our mimeographed particulars note that we now employ about 12,000 teachers but will need about 16,750 by 1956-57. Of our 8000 elementary teachers, 2000 are still on emergency certificates. Our goal by 1957 is to have "all teachers regularly certificated."

More specifics on this goal: Superintendents of our largest districts should have six years of preparation; all highschool teachers and principals should hold their master's degree; elementary teachers should have five years of college.

These are pretty high standards. But many Oregon leaders think they can be realized by 1957 and will help to improve the state educationally. Controversial? There is no lack of discussion of these points!

Of tenure, our tentative statement says that it should be permanent for "all teachers in school districts where the population is in excess of 15,000 persons." The objection has already been raised, "If tenure is good for teachers in the larger districts, why shouldn't it apply to all teachers?" And the reply has come, "Let's be realistic about it. We have tenure only in the few big districts now. We'll be doing well to provide it to all above 15,000 by 1957."

Many other specifics are being debated—50% state aid, help in the formation of a state schoolboards association, extension of OEA membership to noncertificated school employes, the lengthening of the schoolyear, increased salaries for state department of education employes. It's good, healthy discussion which is opening the eyes of all of us and strengthening our association program.

"We are making every effort, not only to meet the goals set by the NEA Centennial Action Program, but to set long-time goals for Oregon which will serve as a basis for our future progress," declares Cecil Posey, association executive secretary.

Yes, the CAP goals set the wheels turning. We're going to keep them whirling thru 1957—and beyond. #

OUR STATE ASSOCIATIONS

Mr. Barss is editor of the **Oregon Education Journal,** *Portland.*

Let Education Speak for Itself

thru radio spot announcements prepared and delivered by students.

C. G. WOODHOUSE

TO HELP acquaint parents—and nonparents—with our school philosophy and program, we are experimenting with daily educational announcements thru radio. These are an adaption of the idea of spot announcements by business firms to promote their products or services. Consisting of approximately 150 words, each educational announcement takes about 55 seconds and fits into station breaks or other spots over local station KFLW. Every announcement aims to be crisp, informative, and dynamic, hitting the nail right on the head.

How To Write and Use Them

The trick is to avoid saying too much and to give your message in radio language—short sentences, conversational style, a bit of colorful slang. In a 55-second message there is just enough time to stress one or two points. In most spots, the message creates a single impression.

We tend to avoid the familiar aspects of school activities and facilities in our spot announcements. Instead, we treat the less wellknown or the misunderstood parts of the school offering.

There are many items in school operation which could form a sound basis for educational announcements. Is your athletic program wellbalanced? How does music instruction round out your educational picture? Are your mathematics courses training young people thoroly for business jobs?

Be sure that what you say in spots is true. Avoid controversial subjects like race, color, or religion. Also, make certain that your spots deal with the immediate situation. Talk about what you are doing *right now*.

A cardinal rule of radio is to know who's listening when you're talking. Our school releases one spot daily—at 9 AM one day, 11:15 AM the next. Since there will be mostly housewives listening at those times, we will catch their attention with spots highlighting our home-economics program faster than with spots on athletics.

Mr. Woodhouse is instructor in radio speech, Klamath Union Highschool, Klamath Falls, Oregon.

PASSION FOR LIFE

Passion for Life, *a full-length French movie with English subtitles, is being widely acclaimed for its convincing portrayal of "modern education" and its general dramatic excellence. Among other commendations, the film received an Education Writers Association citation in 1952 because of its outstanding interpretation of education.*

For information about the film and how it can be obtained in 16mm form for showing to local groups, write to Brandon Films, Inc. 200 W. 57th St., New York 19.

When we branch out to include two other stations in this territory and record a series of spots for use at any time, day or night, we will want to consider our potential audiences and beam some spots right to them in their easy chairs. Does Dad listen at night? He might want to hear about our shop program, our classes in business. Younger children tuning in in the late afternoon might be interested in short previews of what highschool is like.

Our students will study the whole schedules of the radio stations their spots are broadcast from. When we know the time a spot is to be broadcast, we may want to tie it into the program immediately preceding it (the hitch-hiking spot), or hook it onto the program that is to follow (the teaser). Either technic, properly executed, will enable us to take advantage of a ready-made audience.

For example, if we were to have a spot preceding a regularly scheduled news show, we might start the spot something like this:

First student: We'll hear the election results on "News of the World" in a moment. But first, are we highschoolers learning how to be good citizens?

Second student: We sure are! I'm John Dean, and I rang 38 doorbells last week, trying to get people interested in voting. It was part of our course in citizenship, which . . .

Another attention-getting technic is to use a simple sound-effect—a schoolbell for example—to precede all spots. Listeners will know they may expect an interesting sidelight on their children's school activity.

Here is an example of a spot that we have used successfully:

First student: Does the athletic program interfere with academic highschool work?

Second student: I don't think so. I'm Bill Chambers, a junior at Klamath Union Highschool. I'm student manager of the football team, and it's my job to check out equipment for the members. Every player has to be declared eligible every week by his teachers or he can't play. And he's checked not only on scholarship, but also on citizenship. Our boys keep up on their studies, believe me.

And another thing—we aren't having team practice when we should be in classes. Practice is held almost entirely in out-of-school hours.

I think most of the fellows would agree with me on our phys ed program. It helps keep us in trim to do a good job in our academic studies.

We distribute our current material so that no single spot is repeated more than once a week. We compile 10 or 12 spot announcements before going on the air, and keep adding new briefs to our spot library, rotating the messages to obtain maximum coverage. Spots should be constantly rewritten to keep them geared to current interests of the listening public.

It's also a good idea to write all spots for one week on a particular subject. The total impact will be more lasting than a single broadside.

Who Will Prepare and Deliver Them?

Almost any English class can write spots as part of its regular classwork. Radio spot writing is functional English. Such writing has a distinct appeal to students, especially when they know that their work may be broadcast.

Who should broadcast school spots? Students, of course! If you have a radio-speech or a public-speaking course in your curriculum, then your problem of presentation on the air is solved. If not, then junior or senior English students can carry on this work.

Certainly, a paid radio announcer is not the one to "plug" school activities. The student is more convincing, more sincere, and more listenable on the air despite occasional errors. He is your junior ambassador of goodwill.

Our school offers a course in radio speech to train juniors and seniors in the fundamentals of radio broadcasting, announcing, voice culture, vocabulary building, and script writing. In addition to broadcasting and public-address assignments, these students contact teachers regularly for material on which to base their 55-second messages. After a student has written an announcement, it is corrected for content, grammar, simplicity, and directness. Then the corrected copy is submitted to the teacher concerned for approval.

We assign spot broadcasting to those students who know their subjects. A Latin student is more convincing with a Latin spot assignment than one not taking Latin.

Crews of two students each assign, clear, and book announcements, and keep the schedule running smoothly. Live presentations of these spots give students firsthand experience before the microphone and discipline them to assume the responsibility of meeting commitments at the station.

What Better Way?

To inform the public about our schools—just one aspect of our public-relations program, of course—we use many technics. But at Klamath Falls we find that in presenting information to the public nothing succeeds like spot announcements—and our students learn in the process! #

Why schools are news

WHY does our paper consider that schools are news?

Well, first, because the deepest satisfactions seem to come to folks who are useful to other people. And among the things you can get in a schoolroom are the means—and the will—to be useful.

Second, because it looks as if we'll be needing some very wise people. And we don't know where they can come from except the schoolroom.

We think democracy is the only type of government yet devised that can meet all the needs of men. Because it is a system which lets people run their own affairs, all of the people have to know what is going on, and must be able to make choices on what to do.

That fact, it seems to us, is not a burden, but is democracy's great strength. This is particularly true in the present world conflict with communism.

We aren't among those who think everything is going to pot or that democracy can't survive this test. But we do think these are dangerous times, and that the very danger underscores the obligation of democracy to guard its future by holding wide the schoolroom door.

So, that's why we think schools are news—important news. The welfare of our people as individuals and of our whole civilization, if you please, depends upon our schools.

—From an editorial in the Journal-Transcript, *Franklin, N. H. The paper received a 1952 Education Writers Association award for its editorials on education. John Philip Lewis is editor and publisher.*

"No halfday sessions . . .

or overcrowded classrooms," said voters for a school-bond issue in Grand Island, Nebraska.

LAST February Grand Island, Nebraska, a community of less than 25,000 people, embarked on a program to modernize its schools and to build new schools to meet new needs. Voters approved a $4-million bond issue to pay for the program.

Back of the balloting achievement were several months of careful planning and campaigning. Galen Saylor of the University of Nebraska calls the campaign "one of the most thoroly organized I have ever observed."

Need for Program

The present Grand Island school-expansion program actually had its start in 1947. In April of that year a special 10-year, three-mill levy was voted. Funds were to be used to [1] build more classrooms for booming school enrolments, and [2] replace two obsolete schoolbuildings constructed in 1884.

By 1951 it had become clear that the three-mill levy was insufficient. Tho it had helped to bridge the gap between school facilities and school needs, it was, as one schoolboard member said, "too little and too late." New classrooms were filled before they were built.

Moreover, school-construction costs had skyrocketed and purchasing power declined. Four small additions to schoolbuildings used up the revenue from the three-mill levy. An adequate job would cost millions.

Community and Expert Advice

Faced by these conditions, the board of education created a Citizens Educational Planning Committee to study the problem and make recommendations. This committee included three patrons from each public school and from one parochial unit. The superintendent, the elementary supervisor, two schoolboard members, and three members of the professional staff brought the committee membership total to 40.

The school representatives were selected by parent-teacher associations in the schools where PTAs exist. Patrons from the other schools were appointed by principals.

In April 1951, at the request of the committee, the schoolboard secured the services of a team of experts from the University of Nebraska. This team was to survey the schoolbuilding needs of Grand Island and make recommendations. Headed by F. R. Henzlik, dean of Teachers College, the survey team included Teachers College personnel and a representative of the State Department of Public Instruction.

During the survey, the team met several times with the citizens committee and the schoolboard. Birth rates were analyzed. Density maps were prepared. Residence building permits were studied. Present school facilities were evaluated. PTAs assisted by conducting a census to predict kindergarten enrolment during the next five years.

In September 1951, the survey team submitted the following six recommendations:

[1] Replace two obsolete elementary schools with one new, larger building.

[2] Build a new senior highschool to serve at least 1200 students.

[3] Remodel the present senior highschool for junior-highschool use.

[4] Build additions to one of the present junior highschools.

[5] Build additions to elementary schools and construct primary units as future growth dictates.

[6] Purchase adequate future school sites on the edge of the city.

The local newspaper and radio station gave these recommendations wide publicity. Members of the citizens committee reported on the recommendations at October PTA meetings.

Cost of the proposed program was estimated by the schoolboard's architect at $4 million. The citizens committee recommended that the schoolboard immediately submit a bond-issue proposal to the voters of the school district.

Before accepting this recommendation, however, the schoolboard sought the advice of 100 heavy taxpayers invited to a Dutch-treat dinner. With the aid of a set of charts prepared by a commercial artist, the survey team's recommendations were carefully presented to this group. Questions and answers were numerous.

The group agreed that the findings were reasonable and justified. In fact, a Catholic priest suggested that a larger sum was necessary. (Later, the parents group of his school contributed $50 to campaign expenses.) The group closed its meeting by requesting the schoolboard to submit the bond-issue proposal at the earliest possible moment.

In November the schoolboard proposed a $4-million bond issue. The election was set for February 26, 1952.

Organizing the Campaign

With the approval of the schoolboard, the superintendent began developing a campaign plan. Samples of material were collected from schools where voters had recently approved bond issues. Publications of several national research agencies were consulted.

Among the publications were: *Citizens Advisory Groups for School Building Programs,* Metropolitan School Study Council report, 1951; and *Winning School Support at the Polls,* Educational Research Service Circular No. 7, September 1947.

Early in November a strategy committee was appointed to coordinate

Dr. Wiltse is superintendent of schools, Grand Island, Nebraska. This article was suggested by Galen Saylor, chairman of the Department of Secondary Education, Teachers College, University of Nebraska, Lincoln.

campaign activities. This group met weekly from December until election day. The committee included 15 men and women from civic organizations, labor unions, and other interested groups. Two highschool students and two schoolboard members rounded out the committee.

To prevent duplication of effort in the pre-election drive, the strategy committee prepared a chart outlining the functions of cooperating groups.

Parent-teacher associations were asked to:

[1] Distribute literature.

[2] Make house-to-house calls.

[3] Provide transportation to polls on election day.

[4] Raise $1500 to finance the campaign. (The fund was raised thru PTA assessments and thru contributions from organizations and individuals.)

The Junior Chamber of Commerce was asked to:

[1] Organize and train a speakers bureau.

[2] Prepare radio and newspaper copy.

[3] Furnish cars for PTA members on election day.

[4] Make personal contacts with employers and employes in the business district.

The superintendent of schools was asked to:

[1] Coordinate the work of all committees.

[2] Prepare basic information needed in the campaign.

[3] Attend as many committee meetings as possible.

[4] Cooperate in every way possible in promoting the campaign.

By the end of December, the campaign was ready to go. The JayCees had trained PTA canvassing committees in the use of a carefully prepared statement concerning the bond issue. (Later, this cleverly folded sheet was placed in the hands of thousands of voters.) Shortly after January 1, the active campaign for getting information to voters was launched.

Intensive Campaigning

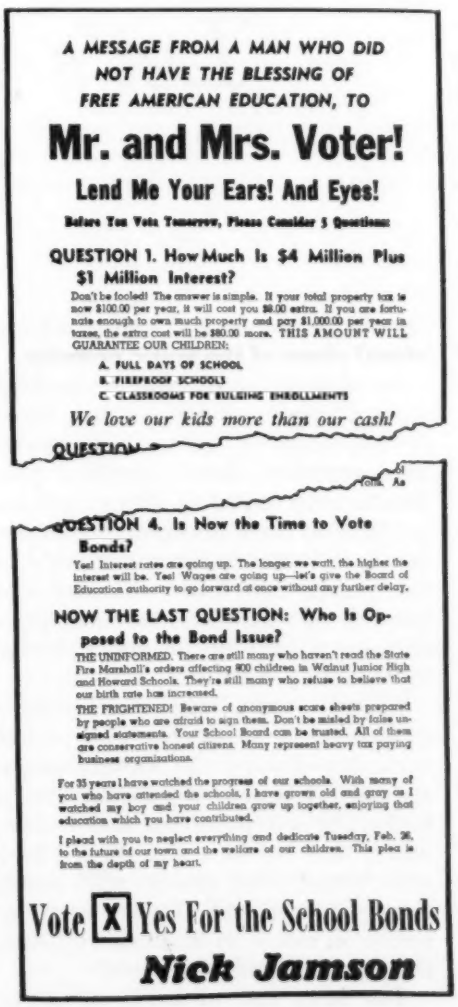
With pictures and brief explanations, the canvassing committees brought the need for the bond issue to the attention of Grand Islanders. A 12-page booklet was left in every home. This booklet outlined, with

EARLE W. WILTSE

graphs and pictures, the importance of securing additional classroom space and getting children out of obsolete buildings.

Other campaign materials were used, too. Workers distributed a thousand bumper tags with the slogan, "Support Our Schools—Vote Yes February 26." Six large billboards, three of them illuminated at night, carried the message, "Vote Yes February 26 for Our Children." Store windows displayed the architect's drawings of the proposed schools.

Using kodachrome slides and sets of charts, school officials and members of the speakers bureau explained



A MESSAGE FROM A MAN WHO DID NOT HAVE THE BLESSING OF FREE AMERICAN EDUCATION, TO

Mr. and Mrs. Voter!

Lend Me Your Ears! And Eyes!

Before You Vote Tomorrow, Please Consider 5 Questions:

QUESTION 1. How Much Is $4 Million Plus $1 Million Interest?

Don't be fooled! The answer is simple. If your total property tax is now $100.00 per year, it will cost you $8.00 extra. If you are fortunate enough to own much property and pay $1,000.00 per year in taxes, the extra cost will be $80.00 more. THIS AMOUNT WILL GUARANTEE OUR CHILDREN:

A. FULL DAYS OF SCHOOL
B. FIREPROOF SCHOOLS
C. CLASSROOMS FOR BULGING ENROLLMENTS

We love our kids more than our cash!

QUESTION 4. Is Now the Time to Vote Bonds?

Yes! Interest rates are going up. The longer we wait, the higher the interest will be. Yes! Wages are going up—let's give the Board of Education authority to go forward at once without any further delay.

NOW THE LAST QUESTION: Who Is Opposed to the Bond Issue?

THE UNINFORMED. There are still many who haven't read the State Fire Marshall's orders affecting 800 children in Walnut Junior High and Howard Schools. They're still many who refuse to believe that our birth rate has increased.

THE FRIGHTENED! Beware of anonymous score sheets prepared by people who are afraid to sign them. Don't be misled by false unsigned statements. Your School Board can be trusted. All of them are conservative honest citizens. Many represent heavy tax paying business organizations.

For 35 years I have watched the progress of our schools. With many of you who have attended the schools, I have grown old and gray as I watched my boy and your children grow up together, enjoying that education which you have contributed.

I plead with you to neglect everything and dedicate Tuesday, Feb. 26, to the future of our town and the welfare of our children. This plea is from the depth of my heart.

Vote [X] Yes For the School Bonds

Nick Jamson

The bond issue was supported by newspaper advertisements paid for by individual citizens. One of the most effective ads was run by a foreign-born citizen who had not had the advantage of attending American schools.

the needs of schools in at least 60 programs before local civic groups. Several ministers supported the proposed bond issue in their sermons.

Appeals went out to voters both over the radio and thru the press. Spot announcements were broadcast by local radio station KMMJ. The *Grand Island Daily Independent* supported the campaign editorially and carried news stories describing school needs. Several citizens purchased newspaper advertisements to express approval of the bond issue.

Before the election, students in the civics class at Grand Island Senior Highschool conducted a poll to determine what sections of the city did not favor the bond issue. Results of the poll were passed along to the campaign strategy committee. During the last week of the campaign, public-speaking classes at the highschool conducted man-on-the-street programs.

A week before the election, an organization was formed to defeat the bond-issue proposal. Using the slogan, "Vote No Until You Know," this opposition charged that taxpayers were being sold a "marble memorial to their board of education and superintendent of schools."

Renters were warned that passage of the bond issue would mean an increase in rents. Handbills proclaimed: "More classrooms mean more teachers, more janitors, and more light, water, and heat. All this, plus the cost of bonds and interest, would increase the school levy by 12 to 15 mills and would bankrupt the city."

Individual citizens purchased display advertising in the newspaper to answer these attacks. One of the most effective answers was a three-column, length-of-page ad paid for by Nick Jamson, a foreign-born restaurant operator.

"We Believe in Our Schools"

On election day more than 7600 votes were cast—the second largest total on record. The bond issue carried 5096 to 2602—a majority of 66%. Thus a city of 25,000 people assumed a school debt of $4 million.

Grand Island citizens said, in effect: "We believe in our schools. We will not have halfday sessions or overcrowded classrooms for our children. We want the best of school facilities." #

Seventh-grade boys sing "Red River Valley" to autoharp accompaniment.

"Let's get on with the music"

says the junior-high pupil who is enjoying group music experience.

"LET'S get on with the *music*," seven-year-old Doug had urged after an interruption during his second-grade music class. Now that he is in junior highschool, his eager response to the variety of activities in the general music program indicates that he still wants to "get on with the music."

How can the junior-high general music program be planned to make it an enjoyable and useful part of the curriculum? Our best clues are found in the reasons for having music courses in junior highschool.

Reasons for Junior-High Music Classes

Certainly the emotional and intellectual enjoyment that boys and girls experience in music should be our first reason for teaching it in junior highschool.

Several years ago I observed a demonstration by a large junior-high choir. They sang several songs and did a remarkable job of sight-reading a four-part chorale. As I listened I wished that my group could do as well! But before the hour came to an end I was aware that a vital something was missing. Not one boy or girl had smiled or given other evidence of enjoying the music that they were producing! Skills certainly should be taught, but only as a functional phase of the music program.

A second reason for junior-high general music courses is that music is essentially a group activity—we sing together, listen together, play instruments together. Effectively experiencing these group activities can result in better spirit and morale in the group. And such activities also provide opportunities for selfexpression, emotional release, and a change in the daily routine.

Several years ago our eighth-graders took music—for one period each day—during the second semester only. The second semester group had quite a reputation, and I must admit that before I met them I had anticipated other groups with much more enthusiasm! These were so lively, so noisy, so enthusiastic. And there were so many of them!

But after several weeks of working, singing, and listening together, I found that I was actually looking forward to their class period. Ten minutes at the end of every class period was set aside for singing any songs they wished. So every class period ended in fun, which gave them a chance to release some of their pent-up energy.

My feeling that music was doing something for the morale and the spirit of the whole group was confirmed by the mathematics teacher whose class followed mine. She told a group of teachers, "Something has happened in my eighth-grade math class. They are still a lively group and there are still just as many of them, but it seems to be so much easier to get them started working. In fact, they now work all period!"

Mrs. Perry is vocal-music instructor, University Hill Junior Highschool, Boulder, Colorado, and instructor in education at the University of Colorado.

Margaret Christenson Perry

This change in spirit was probably due to a number of factors, but I do feel that in part it was a result of satisfying musical experience.

Finally, music offers an opportunity to become better acquainted with the cultures of other lands and other times. Thru appreciation of music of other peoples, students develop a sympathy for and some understanding of others.

Activities in General Music Classes

Some of you wonder why some of us choose to continue teaching at the junior-high level! To be sure there's never a dull moment; these youngsters demand the utmost from their teachers in understanding, energy, and ingenuity. The very nature of adolescence demands *activity,* a variety of beneficial activities, and we must provide these in the general music class.

Singing has been, and always will be, an integral part of every music program. Thru singing a song, the student experiences a personal contact with the music itself. How many times a boy or girl refers to a particular song as "*my* song"!

I refuse to believe that teenagers enjoy singing only the current popular tunes. They like to sing all types of songs if they are given an opportunity.

I remember a particularly strenuous group of boys whose favorite songs were church hymns! They enjoyed singing in parts and insisted on devoting a portion of each period to a "hymn sing." Their favorite hymn was the old Welsh tune, "Once to Every Man and Nation." Every time we started our class with it the whole period was successful.

Ask any group of junior-high students what kind of music they like to listen to and again you find that they like all types—from Bach to boogie.

Music classes provide plenty of opportunities for students to listen to the teacher's records, but how often do we encourage them to bring in their own? Students in my classes may bring any records they wish, but they are asked to tell [1] something about the music itself and the performers, and [2] why they like it.

One of the most interesting explanations I have ever heard of boogie, with records to illustrate, came from a shy seventh-grade boy who hadn't even told us he had a record collection. An eighth-grade girl revealed her interest in and knowledge of ballet when she brought in Chopin's "Les Sylphides."

We all learn something from these student presentations. And students are more attentive during the regular "listening lesson" if I have been eager to listen to their records.

Easy-to-play instruments afford opportunities for learning and enjoyment. One boy described his favorite —the autoharp—as "the only instrument that you can learn to play in five minutes." It is a zither-like instrument with which a pupil can accompany songs simply by pressing down the chord bars with one hand and strumming with the other. [See the photograph.] The large autoharp, which can produce 12 different chords, is, I believe, best suited to junior-high. Any student can play it, and they all love it!

Marimbas and tonal bells of various sorts are easy to play. Pupils who can play simple melodies and chords on the piano are invaluable in the general music class. And let's not raise our eyebrows at the instrument which Arthur Godfrey brought back to popularity—the ukulele. It, too, can be used as accompaniment.

The use of rhythm instruments should by no means be confined to the primary and elementary grades. Latin American rhythm instruments such as the maracas, claves, and bongo drums are especially interesting to junior-high students. These can be made by the students themselves and used in many different learning situations.

The general music class also utilizes the devices and technics which good classroom teachers have used for many years: movies and filmstrips; tape recordings; visual aids such as pictures and flannelboards; and demonstrations by junior-high students and outside experts. This is, of course, just a partial list.

Creativity in All Music Activities

I haven't discussed the creative aspect as a separate function in the general music class because the opportunity for creativity is ever present there.

A wide variety of activities—including singing, listening, and playing—give all pupils opportunity for creative selfexpression. And in their enthusiasm they inspire each other—and me—to ever greater creative activity. So, "Let's get on with the music!" #

"Lead us . . ."

THE young teacher was shocked. There was cheating going on among her teenagers. What could she do about it?

She thought and thought. Then one day before giving a true-false test, she said, "Now with this kind of test, you know it's easy to see someone else's answers even when you're not really looking. So if you sit squarely in your seats, without turning sideways, the person behind you won't have to look past your paper when he looks at me."

Outspoken Tommy played right into her hand. "Gee whiz, Miss Jones, you sure don't trust us, do you?"

"The point is that you folks ought to be able to trust *me.*"

The young people looked puzzled.

"Listen," she went on. "How many of you go to Sunday School at least once in a while?"

Almost all of them raised their hands.

"Well, every time you do, you say, 'Lead us not into temptation,' don't you?"

They nodded.

"Well, then, when you ask on Sundays not to be led into temptation, and on Mondays I make it easy for you to cheat, *I've* been guilty of doing the very thing you prayed no one would do."

The room was quiet.

"And if you," she went on, "sit so that the person behind you must look across your paper, you've led *him* into temptation, and you're not being fair to him. See?"

They did, and there was a self-conscious soft rustle of teenagers squaring up in their seats as Miss Jones turned around to pick up the test questions, glad of a chance to hide her pleased smile.

—MRS. EDITH MOORE JARRETT, *retired, formerly Spanish teacher at Fillmore Union Highschool, Ventura County, California.* [*Adapted from the* California Teachers Association Journal.]

Consumer Education

has a recognized place in most highschool curriculums today.

HOW long does it take a new subject in our schools to become a "traditional" subject? With consumer education, the transition period has taken less than 20 years! In the early 1930s, consumer education was an unknown term to all but a small handful of teachers. Most of them were struggling to justify what they believed to be a new and valuable contribution to their school curriculums.

Changes Were Rapid

The first literature available to consumer-interested teachers was mostly of the get-out-the-axe variety. So the first consumer teaching was largely made up of attacks on producers and sellers, not all of which were justified.

Within a few years, more teachers were interested—from several subject fields—and the tenor of consumer education changed accordingly. Testing products became popular in the classroom, and the smell of burning wool and linens overshadowed the more familiar odors of powdered chalk and oily floors.

From the amateur testing laboratory evolved a most logical improvement. "Let's make it ourselves" became the watchword of many highschool laboratories and classrooms, and again new odors wafted down the halls. These new smells were more pleasant—cold cream, hand lotions, and other cosmetics were the favorites of youthful manufacturers. The chief result of much of this activity in consumer education was a profound respect for the manufacturer of commercial products.

The Present State

Today's consumer education remains in the cooperation state which has formed the basis of growing mutual understanding and respect between business and education. Each year shows that the counter between the seller and the buyer is growing narrower. Those on each side of the counter are realizing that the problems of selling and buying goods and services are mutual problems.

More business firms are training salespeople to help their customers buy, instead of encouraging high-pressure approaches to selling. More schools are teaching consumers how to be intelligent customers, with emphasis on knowing how to ask intelligent questions, and how to treat salesmen as they, themselves, would like to be treated.

The present status of consumer education in schools has been reached thru two interesting paths:

First, the original idea of teaching this subject material in separate classes with distinctive titles has grown until approximately 15% to 18% of our highschools can claim to have a teacher of consumer education. This teacher is usually one who has become personally inoculated with the intelligent-spending bug, and who sees in consumer education a way to raise the buying power of students' future paychecks.

Few of these personally dedicated teachers have made major preparation to teach consumer education as such. Most of them are business, social-studies, home economics, and science teachers who see a natural connection between consumer education and their original fields.

Second, most consumer education is taught under the heading of more familiar subjects. Business, social studies, home economics, science, mathematics, industrial arts, and English teachers have adopted a consumer-education approach to their teaching with marked success.

Elementary curriculums show increasing attention paid to the consumer problems which confront all of us, and the number of college courses which include the word, *consumer,* is indicative of the steadily growing interest in this field.

A survey was made in 1949 by the Consumer Education Study under the direction of Thomas H. Briggs and sponsored by the National Association of Secondary-School Principals, an NEA department. The survey indicated that over 80% of this nation's secondary schools taught consumer information on a planned basis. Thus, the greatest growth of this subject field is, and will likely continue to be, within the already existing structure of the secondary-school course of study.

Where Is the Appeal?

The attractiveness of consumer education lies in its basic philosophy of education. When intelligent consumption was recognized as being a goal which we seek during much of our learning and working lives, the study of consumption became increasingly important.

Each year of the past 20 years shows increasing numbers of educators aware of the fact that a wiser use of income, possessions, and time can raise our individual standard of living and produce a larger measure of abiding satisfaction and happiness. These, of course, represent our major reasons for working.

Parental interest is unusually high in any class which encourages a study of one's personal economic problems. Family problems tend to become classroom problems. Many consumer-education classes have become community classes by a natural process of increasing public interest. Classes of this type which are intelligently taught become one of the best public-relations agencies.

It Has Come of Age

A final and important contribution has been the breaking down of departmental walls in secondary schools and colleges. Consumer education had difficulty at first in making its commonsense values known, because it tends to travel horizontally, taking part of many other subjects and blending them into a useful whole. An examination of today's texts shows that consumer education is a wellknown and wellused part of most highschool subject fields. Consumer education has definitely come of age.

—G. EDWARD DAMON, *director of field services, National Association of Secondary-School Principals, an NEA department.*

Cat *for* Tat

Marian substituted one sound for another. For example, she said tat *instead of* cat. *Her teacher and the speech correctionist helped her learn to say* cat *for* tat. *This article tells how the teacher and speech correctionist worked out a program for Marian and for other first-graders with speech problems.*

SCHOOL had been in session two weeks when Miss Kennedy came to the speech correctionist in her building.

"Five of my first-graders have speech problems," she told him. "One of them says *tat* instead of *cat*. Another says *wiwy* instead of *lily*. One little boy stutters badly and even twitches when he tries to talk.

"I don't know what to do to help these youngsters. Last year, at the laboratory school, none of my children had speech troubles."

Mr. Archer smiled a bit at the way the young teacher seemed to deposit her problem on his desk.

"Your group last year was an unusual one," he said. "It's estimated that about 10% of all school children have speech problems. Approximately 1% of the nation's total population stutters.

"After you've taught a few years, you'll probably have worked with youngsters who have articulatory and vocal defects, who stutter, and who are hard of hearing. Occasionally, you'll have a pupil who has cerebral palsy or cleft palate." He paused and smiled again at Miss Kennedy's apparent dismay.

"Well, now, it's not as bad as it sounds," he said. "Most of these problems are not too serious. And even the youngsters with the most serious problems can be helped.

"Let me get to know your youngsters. We'll find out what their problems are, and then you and I can begin to help them. That's the key to this sort of situation—have the classroom teacher and the speech correctionist work together."

Substitution of Sounds

Marian's speech problem was a serious one. She substituted and omitted sounds. She used a *w* sound for *l* and *r*, *t* for *k*, *d* for *g*, *p* for *b*, *l* for *y*, *f* for *th* in *thin*, and *v* for the *th* in *then*.

She also tended to speak in short, choppy sentences and to say *me* instead of *I*. For example, she said, "Me it a ahm." when she meant to say, "I built a farm." She exclaimed, "Me dot a new da for mismus," instead of "I got a new doll for Christmas."

There was no obvious reason for Marian's speech difficulties. According to tests, she was of average intelligence and was normal physically. A test with a pure-tone audiometer showed her hearing to be normal. Her older sister and younger brother both had normal speech.

Marian's mother was intelligent and cooperative. She explained that she had been ill following Marian's birth. Marian's father had lost his job at about the same time, and the year had been a rough one for the family. Marian had not learned to talk till the age of four; since then she had used a language almost entirely her own. Now, with an oversolicitous sister protecting her, Marian had become extremely timid.

Miss Kennedy and Mr. Archer set out to help Marian adjust to her group and to speak better. Mr. Archer worked with Marian for two 30-minute periods each week. Miss Kennedy, however, was with Marian for several hours each day; it was the teacher who was able to instil in the youngster a desire to speak properly.

For example, when a puppy was brought to school, Miss Kennedy suggested that Marian talk with him so he wouldn't be lonely. When the class visited a farm, Marian thanked the owner—and was told later how the owner's face had lighted up. When the class picked grapes and made jelly, Marian helped read aloud the recipe.

Mr. Archer was teaching Marian to distinguish between sounds. Miss Kennedy aided in the ear training. She took the first-graders on a listening walk. Afterwards, they told each other what they had heard—the squeak at the gas station, the chug-chug of the freight train, the wail of a siren, the rustle of leaves.

As Miss Kennedy read to the class books which emphasized sounds, Marian and other youngsters spoke the sounds aloud. Miss Kennedy read such books[1] as *Cock-a-Doodle-Doo, A Kitten's Tale, Rain Drop Splash,* and *The Noisy Book.*

Such activities, by encouraging Marian to become an eager talker and an accurate listener, reinforced the work of the speech correctionist.

Regional Speech

Lucy was a lively six-year-old who had just arrived in the Midwest from New England. Because she left out r's in some instances, inserted them in others, and pronounced a's broadly, her new classmates giggled. "She talks funny," they said.

Mr. Archer suggested that Miss Kennedy simply explain to her class that ways people speak vary slightly in different sections of the country. Also he provided the class with a

MARDEL OGILVIE

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phonograph record of New England speech. The youngsters were delighted to find that it sounded like Lucy. By the time Lucy brought her collection of foreign dolls to school, the youngsters were interested in what Lucy said rather than in how she said it.

Immature Speech

Jimmy, a fun-loving youngster just two months over six years of age, substituted *w* for *l* and *r*. He said *wed* instead of *red* and *wame* instead of *lame*. Mr. Archer pointed out that probably maturity alone would remedy Jimmy's difficulties.

Mr. Archer cited the following table compiled by Davis.[2] It shows the ages at which most children are able to articulate certain sounds. (S's and z's are listed twice because distortions in these sounds occur when children lose their front teeth.)

3.5 years: b, p, n, w, h.
4.5 years: t, d, n, g, k, ng, y.
5.5 years: f, v, s, z.
6.5 years: zh, sh, l, th as in thin, th as in then.
8.0 years: s, z, r, wh.

Helen, another bright little lass, spoke with hesitations, breaks in rhythm, and a lack of fluency. Miss Kennedy felt that such characteristics were natural in children, and Mr. Archer agreed. But Helen's parents were concerned.

Mr. Archer suggested to the parents that they listen to Helen for what she had to say and that they not let the youngster feel that her speech was different from that of other children. He gave the parents Wendell Johnson's helpful statement, "An Open Letter to the Mother of a Stuttering Child."[3] This contains sound advice for parents whose children stutter or for parents who think their children stutter.

Helen's speech difficulty, then, like Jimmy's, proved to be nonexistent. Both youngsters had speech patterns which were normal for many six-year-olds. Improved speech would come with maturity.

Stuttering

Jackie was a jittery seven-year-old with many tensions. He stuttered—repeating sounds, syllables, and sometimes words. He tried to speak while inhaling breath. The rhythm of his speech was broken.

When he spoke, his face became contorted. Twitchings of his lip, tongue, and mouth muscles were obvious. Sometimes even his arm muscles jerked.

Yet Jackie did well in school. With an IQ of 124, he responded enthusiastically to class activities. When the pupils visited a nearby farm, he returned to the classroom eager to talk about his new experiences. Despite his great difficulty in getting out what he had to say, he never seemed to fear to speak.

As Miss Kennedy and Mr. Archer investigated Jackie's background, they found that his speech problems were accompanied by family emotional problems. His grandmother was a would-be matriarch who was certain she knew what was best for the family. His 11-year-old brother, with an IQ of 82, resented the fuss made over Jackie's brightness.

Jackie's mother turned out to be temperamental and excitable, but desirous of pleasing Miss Kennedy and Mr. Archer. In her bubbling manner she explained that Jackie had been severely frightened at age four. He had momentarily lost his speech and when he had begun to speak again, he stuttered.

The mother chattered on about what she had done to help the boy: She had fed him special diets and had taken him to a chiropractor. The family had moved to a new neighborhood because she felt the former environment was too exciting for Jackie. Observing the more-or-less continuous friction within the family, Mr. Archer was tempted to comment on the possible overexcitement of home environments, too.

At school, Mr. Archer began to work with Jackie in the speechroom. He kept Miss Kennedy posted on Jackie's goals and the youngster's progress toward them. Together, Miss Kennedy and the speech correctionist developed the principles of a classroom program.

Miss Kennedy's primary goal was to help Jackie feel secure, to help him realize that he was an integral part of the group. She accepted Jackie's speech as natural for him and encouraged his classmates to feel the same way. She tried to make his classroom experiences successful ones, free from pressures.

She provided opportunities for Jackie to participate in speech situations which he could handle. For example, when made a member of the choral-speaking group, he spoke well.

Jackie was fortunate because his classroom had an easy and relaxed atmosphere. Furthermore, a pupil could express himself in a variety of ways—by painting a picture, writing a story, playing a part, building a house, or modeling in clay. As Jackie found opportunities for success, his morale improved.

When Jackie played with the puppets, he talked about his friction with his brother and his mother. Miss Kennedy did not repress these strong feelings. She served as a sort of sounding board as Jackie brought out into the open the difficulties of his home life.

Later in the year, Miss Kennedy and Mr. Archer contacted a psychologist to work with Jackie and his mother. With Jackie already more at ease in the classroom, the prospects seemed bright for a satisfactory adjustment of his speech problem.

Because Miss Kennedy had become interested in the problem of stuttering, Mr. Archer referred her to several books. Particularly helpful were books by Van Riper[4] and Johnson.[5]

Better Selfexpression

By working togther, Miss Kennedy and Mr. Archer lessened the speech problems of five particular youngsters. But the same democratic atmosphere, challenging experiences, and awareness of individual differences which aided these five children helped all the first-graders to express themselves better. #

HELPFUL READINGS

[1] Hader, Berta and Elmer, *Cock-a-Doodle-Doo*, Macmillan Co., 1939, 56p.

Chalmers, Audrey, *A Kitten's Tale*, Viking Press, 1946.

Tresselt, Alvia R., *Rain Drop Splash*, Lothrop, Lee and Shepard Co., 1946, 29p.

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[2] Davis, Irene Poole, "The Speech Aspects of Reading Readiness," *Newer Practices in Reading in the Elementary School*, Seventeenth Yearbook, Department of Elementary School Principals, NEA, 1938, pp. 282-289.

[3] Johnson, Wendell, *Speech Handicapped School Children*, Harper and Brothers, 1948, Appendix XIII, pp. 443-451.

[4] Van Riper, Charles, *Principles and Practices in Speech Correction*, rev. ed., Prentice-Hall, 1947.

[5] Johnson, Wendell, *op. cit.*

Juvenile Delinquency

Schools and other agencies are working on the problem, says

ROMA GANS

THE problem of the delinquency of children and youths between the ages of 10 and 17 is not new. Many agencies and communities have faced the needs of some of these troubled young citizens with plans ably conceived and developed to guide them to more constructive and happier living. But, in light of the immensity of the problem, such efforts are mere driblets where fountains are required.

Let's look at a few of the statistics. Approximately one million children are getting into trouble with the law each year. Most of these youngsters are between the ages of 10 and 17. According to the FBI statistics for the years 1945 thru 1951, boys and girls under 18 years of age were arrested for such crimes as criminal homicide, auto theft, breaking into and entering property, arson, rape, and possessing and carrying weapons.

Even if the number of juvenile offenders does not increase proportionately with the increase in population, the number of boys and girls who will be in trouble with the law 10 years from now if the present rate in delinquency continues, will be 1,500,000. And this staggering figure may be optimistic in light of the data of juvenile courts which reveal an increase of 19% in number of cases handled from 1948 to 1951.

Who are these delinquents? Some are quiet, inoffensive youngsters who slipped into the elementary school and went from grade to grade and thru highschool inwardly very disturbed but outwardly not evoking any attention to their need. Some are those who failed to get along in home or school and turned to lawless pursuits to achieve satisfaction which they failed to receive in legitimate ways. Some are those with good home and school backgrounds who found themselves unable to resist the deviating influences of contacts outside the home and school.

What promise for decency and happiness does each face? What can we do to save more of them for constructive living? What can we do to change the path some already seem bent on traveling? These are questions which challenge both our morals and our ability. What should we do and what can we do?

A Children's Bureau Project

The Children's Bureau of the Federal Security Agency has studied the facts and will help spearhead an informational program designed to affect the heart and conscience of every responsible adult citizen. It is hoped that as a result of the program every child who needs help will be recognized quickly and given appropriate aid. And it is hoped that more effective and widescale measures of preventing delinquency will be established.

To offer information and assistance needed, the Children's Bureau under the leadership of Martha M. Eliot has established a Juvenile Delinquency Branch within the Division of Social Services. Funds for this work are to come from the budget of the Children's Bureau and special grants from foundations. Materials already available include statistics concerning youth and information about agencies such as courts, police, training schools, and probation officers. The bureau also has facts and figures about the increased services needed to fight this presentday blight of delinquency.

Work of Community Agencies

No one agency touches the lives of as many of these children as the schools. Every sincere, able educator aware of present conditions is working on the problem of what the schools can do. How can educators counter this gigantic destruction of every child's right to an opportunity to live in a law-abiding, serene manner?

We recognize the important roles the law-enforcement agencies must play. We recognize that every community must study how their local agencies handle youth in trouble. We know that confinement of juvenile delinquents in jails with adult criminals and without programs or services of immediate value to the child is harmful. For many children a transfer from a corrupting home influence to a home of foster care is urgently needed, but alas, no such program of foster care is underway in their communities.

We may also know that many corrective institutions or training schools are too crowded and too inadequately staffed to be of real assistance to youth. And every alert teacher and administrator is all too frequently made aware that family counseling services are desperately needed to stem the rising tide of emotionally disturbed children in this country.

We are aware of children's basic need for the protection and assistance of a good home and community. And we are beginning to understand how broad and inclusive should be the field of special services to aid and piece out a child's life when his welfare is threatened because of a poor home life. We see the important need of clinics for special counseling, for juvenile courts, for short-term and more permanent shelters, for follow-up services, and for re-education of delinquents—sometimes in special schools.

We also understand the importance to the child of the psychiatrist, clinical psychologist, family case worker, social worker, policeman, juvenile-court judge, probationary officer, and special school personnel. The Mid-Century White House Conference on Children and Youth of

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1950 helped clarify better than was ever done before the need in today's community life of all the aforementioned agencies and special services and many more. Together all groups should see that every child has an opportunity to lead a good, wholesome, moral life.

School Services

We are increasingly recognizing the effect of today's life on children. And we are improving and increasing our inschool services to children.

The marked increase in guidance and counseling services to children and youth reflects this growth. The increased interest in home-school relationships is further evidence of our concern. And of greatest importance is the ever-widening study of the curriculum in elementary and secondary schools with changes calculated to promote the optimum growth of each child. These ventures are of obvious value in helping all children get along better in their daily lives and are therefore of value in decreasing delinquency.

It would be difficult to gather statistics to show how many children become better adjusted within their family life because of good school-parent relations. It would be equally difficult to discover how many children thru good counseling by teachers, psychologists, guidance counselors, deans, or principals were able to avoid delinquency and live a better life. It would be difficult to determine the number of youngsters who thru a challenging school program acquired the tools and knowledge they needed to maintain their selfrespect. It would be difficult to find out the number of youngsters who acquired wholesome interests which guided them into wholesome pursuits.

These are hard-to-collect facts, but they are nonetheless real and of inestimable value. And they lie most directly within the school's realm of responsibility.

Such changes and extension of services may properly be called the school's first line of responsibility in facing the problems of today's children and youth. But, like the fine ventures in behalf of delinquents on the part of a scattered number of agencies and communities, these promising school efforts fall far short of reaching all the children. Sporadic and spotty efforts must be replaced with large-scale and continuing projects.

Problems for Educators

The statistics and other information which can be secured thru the Juvenile Delinquency Branch of the Children's Bureau should prompt us to ask two questions: [*1*] *How can we educators stimulate all schools to face their part more effectively in helping children and youth to grow straight morally?* [*2*] *How can we improve and extend the school's program so that we help lessen at once, and ultimately help eliminate, wholesale juvenile delinquency?*

In answer to the first question—we can call this problem to the attention of our state and local education associations thru letters and publications. Local and state radio programs can carry the story to wide audiences. The press, given leads from educators, can also be counted on to help carry the news of the need for local, county, and state groups to become aggressively concerned with fact-finding, study, and constructive plans to aid our youth now.

Individual administrators and teachers who believe strongly in the need for action to meet the problem may initiate and stimulate group interest. Regional or county conferences called to discuss the problem can help schools represented at the conferences plan their programs. State departments of education and welfare and state White House Conference followup committees can give invaluable information and help to schools. There are, of course, many other ways in which schools can be shown the urgency of the problem and be prompted to study it locally.

To answer the second question—certainly to continue to change the elementary, junior-highschool, and senior-highschool curriculums so that more boys and girls find themselves genuinely challenged and wholesomely engaged in school work is a *must*. Thru such efforts a fundamental contributing cause of delinquency is erased—namely the injury to the child's selfrespect caused by failure to adjust to a school program not appropriate for him.

All school experiences should be studied to see whether they harm some youngsters. What provisions can be made so all find satisfaction in study and social life of both elementary and secondary school? What can be done to avoid development of "second-class" feelings by the less intellectually mature, or the lower economic, or the less sociable, or any minority group?

Other Subjects for School Studies

Other specific questions which some schools are studying and which many more should consider are:

[1] How can all teachers become more skillful in spotting children who are in serious distress, emotionally or otherwise? How can the elementary teacher get to know each child intimately and make sure that basically he is happy?

[2] What kind of services are available in the community, county, and region for deeply disturbed children? What kind for the more aggressive minor offenders? What services does the school offer? Are they quickly available when urgently needed? What additional services are needed by schools in order that they may do justice to their children?

[3] How can the understanding of children as they go from elementary school to junior and senior high-school be developed into a continuing followup program? At present there is a large drop-out of older youngsters between elementary school and junior and senior high-school. Many of these youngsters under a program of guidance which follows them thru their entire school age would receive sufficient moral support and encouragement to continue in school and to survive in their struggle for selfrespect.

[4] What steps have already been taken to strengthen the regular school counseling program? In some schools teachers who are particularly helpful and understanding have special hours daily for student conferences. Some young people thru these friendly little talks are kept on the right path. Youths in need of more help are referred to specialists.

[5] How soon in the child's school career are contacts with the child's home begun? If from kindergarten on parents or guardians shared ideas with teachers on the child's growth, many a parent or guardian would receive the encouragement and help needed to carry on his responsibilities more effectively. Many a child

would be spared the tragedy of home misunderstanding, neglect, rejection, or misguidance.

[6] In junior and senior high-schools a study of drop-outs is urgently needed. Many drop-outs lose contact with the only force which took an interest in them and helped steady them. Severing school ties is the final blow to their moral strength.

Many drop-outs have returned to school when encouraged by school authorities to do so. Furthermore, by maintaining even a slight contact with drop-outs the school may be a supporting influence to the drop-outs. Of course, a major school problem is how to make the return to school of a drop-out or a delinquent not too difficult for him.

These or similar studies will lead to others. And once such studies are undertaken, many improvements in the school program will be suggested. Specialists in the fields of psychiatry, sociology, and child and youth behavior can help gather information and make plans.

These suggested approaches may seem insignificant when compared with what good schools are already doing. But whatever helps school people understand children and youth better and whatever helps young people gain selfrespect and develop worthy aims and interests is valuable.

Educators and Their Communities

In addition to helping to solve the problem of delinquency thru the schools, educators can contribute to the solution of the problem by concerning themselves with community agencies that become responsible for a child once he transgresses and meets the policeman. In every community a committee of competent citizens should make a study of the methods used in working with delinquents. Many a delinquent could have been saved with appropriate police, court, detention, counseling and educational services but is lost because he was treated with hostility, ignorance, or neglect.

Community educators should be eager to help such committees get started. Coordination of the efforts of such civic-professional committees with school committees would increase the value of the work of both.

How deeply into the roots of delinquency are school people digging? Our home-school efforts are concerned with one of the roots. But do we reach the very homes most urgently needing a bond with the school? Some of us are now coming to realize that family case workers and more visiting teachers are needed.

Do we step out and ask how good is the neighborhood influence for children in this community? What cleanup of unwholesome resorts and practices should be more vigorously undertaken by civic leaders? How adequate are the recreational facilities for youth once they require more than our schools can finance? Here again we may help youth-interested groups, individuals, and agencies to sharpen their studies and reforms.

The Role of Young People

Incidentally, teenagers resented the publicity given the delinquency problem during the war years. They found themselves defending youth, any kind of youth, against their elders—most of whom they considered unctuous. They sensed, and rightly so, that youth was paying the heavy penalty for adult action or inaction.

Many ways must be found—and here ingenious school heads are needed—to include youths in work on the problem of delinquency. Together with school and citizens they can gather facts, analyze conditions, and propose action. They can help to develop teams for fellowship action offering friendly assistance at strategic times to their colleagues. They can help adults keep closer to the reality of how youth look at the world.

Publicity on studies and activities, too, should be planned with the help of young people. In so doing we will be strengthening our relationships with youth as we improve our local youth-development projects. #

Can every child find security and harmony in your classroom?

Evolution of Federal Educational Policy

from 1785 thru World War II

THE American people decided early in our history that states and local communities should control education. Yet federal assistance to education, and promotion of it, predate adoption of the Constitution in 1788.

The Ordinance of 1787 emphasized that "religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." This reaffirmed the Ordinance of 1785, which had reserved section 16 of each township in the western lands "for the maintenance of public schools within said township." In 1787, Congress also specified that certain land on the Ohio River be set aside for schools and that two townships be reserved for support of a state-administered college.

With these actions of more than 160 years ago, a policy of federal assistance to education was initiated. Since then the federal government has increasingly assisted and promoted education.

The evolution of federal assistance to education has been accompanied by three significant trends. These trends indicate the relationship which exists between the federal government and education today, and form a basis for evaluation and analysis of current and future federal educational programs.

Programs of Specialized Aid

In the first trend, the federal government has moved away from general promotion of elementary and secondary education toward aid for special groups, special purposes, and specialized areas of education.

The over-all purpose of the early land and money grants was to promote the establishment of sound public-school systems in the states and to lay the groundwork for an educational system available to all citizens. The Morrill Act of 1862 was the first deviation from this general-aid policy and marks the initiation of specialized aid.

Since that time, the general pattern of educational legislation and programs has been one of segmented aid for limited purposes. Federal funds have gone for agriculture experiment stations, agriculture extension services, vocational education, vocational rehabilitation, school lunches, military educational programs, relief programs, and civilian training related to the war effort.

At the same time, the federal government has established and operated educational institutions of its own. These have been geared to specialized fields of education, particularly those pertaining to military training.

This changed intent of federal educational programs has changed the direction of federal aid to education. An outstanding fact of our educational development has been the federal government's increased use of the facilities and know-how of colleges and universities. War-time training of officer candidates and of specialists and a comprehensive war-connected research program carried out by contractual agreements with universities have brought the federal government into a more intimate relationship with higher education.

In World War II, millions of federal dollars were spent for educational purposes, but only a token for general aid to the nation's schools. Assuredly, many federal programs during these years benefited education as a whole. The fact remains, however, that when education in general was aided, it was an outgrowth of specific programs and not the intentional end of a general program.

To the extent that federal legislation restricted the use of funds as to purpose, program, or recipient—to that extent federal control of education increased. As federal aid changed from a general purpose to special purposes, an increased degree of federal control was written into legislation. Laws set forth how money should be allocated and spent, which projects should be undertaken, who should benefit from funds, and how states should administer the programs.

As conditions and limitations to federal aid were made an integral part of educational legislation, federal encroachment in education be-

The teacher understood

A SMALL, inquiring figure stood in the center of the room that second day of school. She held a vase of flowers, and she looked intently at her kindergarten teacher.

Her teacher said the words a second time: "Put the flowers on the window sill, Marie."

But Marie didn't move. She continued to stare at her teacher.

You could almost feel the flush of anger welling up above the teacher's neck. She had made her softly spoken request—had even made it twice—but there was no response.

You could imagine adjectives to describe the child's attitude—inattentive, stubborn, defiant. And then the tension eased. A warm smile passed over the face of this quiet-spoken teacher. She moved easily to the center of the room, took Marie by the hand, and walked with her to the window to take care of the vase of flowers.

Later this understanding teacher explained the matter. "At first I was irritated," she said.

"Then I remembered visiting her home one afternoon. She lives on a third floor above a warehouse. There are no windows in her home—only a skylight."

—DUANE MANNING, *associate professor of education, Arizona State College, Tempe, Arizona.*

came increasingly more of a threat.

Direct Federal Administration

The second trend has been toward administration of federal educational programs directly by federal agencies rather than thru state departments of education.

This bypassing of state educational agencies in favor of direct administration by Washington bureaus received its impetus during the depression years. Most of the relief programs predominantly educational in nature were administered by regional, state, and local offices of Washington agencies. In some instances, federal agencies went so far as to establish their own schools which duplicated local school systems.

During the war years, a similar situation developed. The only federal programs then administered by regularly constituted state and local educational agencies were the production-training programs. Other federal educational activities were operated directly by federal agencies under agreements between the federal government and the institutions concerned.

A natural corollary of the trend toward direct federal administration has been the allocation of federal funds without benefit of an objective formula. For many years before the depression, attempts had been made to include in federal-aid legislation an equitable and objective formula for apportioning funds to states.

In the days of the land grants, federal aid to education had been based on the number of representatives which a state had in Congress. From this, the principle of payment on the basis of need developed. Eventually, educational legislation incorporated formulas providing for fund distribution based on relative school population or total population of the states.

Hand in hand with development of objective formulas for giving aid had come acceptance of the principle of state and local matching of federal funds. This principle was born of the realization that the major purpose of federal aid was to stimulate state action. Therefore, states should participate in and contribute to the program.

During the depression and World War II, a virtual moratorium was called on the principles of matching payments and apportionment on the basis of a formula. Funds were allocated on the basis of expediency and subjective criteria, without regard to geographical distributions or relative needs of states.

Diffusion of Responsibility

In the third trend, growth of specialized programs—coupled with the ever-present fear of federal controls—has led to an increase in the number of federal agencies administering federal programs.

Some programs are administered by a single noneducational agency; some, by two or more. Some programs are carried out in cooperation with the US Office of Education; *most are not.* Some programs are administered directly by agencies; a few, thru state departments of education. Some programs are administered in cooperation with nonfederal educational institutions; some are carried out in federally operated projects. Some programs are the result of specific legislation; some have evolved from departmental regulations, orders, and practices.

The consequence of this administrative confusion has been overlapping of services, duplication of effort, and jurisdictional disputes and conflicts. Educational programs are undertaken by a multiplicity of agencies —mostly noneducational in nature.

There is no focal point of administrative and fiscal responsibility, nor is there consistency in administrative and fiscal procedures. There is no over-all federal policy with regard to education. The result is that policy is made in piecemeal fashion by separate acts of Congress.

Has this diffusion in administering federal educational programs eliminated federal control of education? This question is really the fundamental issue at hand.

There is, generally, a nationwide realization that the federal government has a stake in the education of American citizens. The problem is how to translate this interest into action which will have the proper safeguards for maintaining state and local control of education.

—J. L. MC CASKILL, *director, NEA Division of Legislation and Federal Relations.*

[Next month Dr. McCaskill will discuss current educational activities of the federal government.]

Bridges of Friendship

TEACHERS from the US had a chance to live in the homes of Scandinavian teachers this past summer. The arrangement was part of two Life Experience Tours which the NEA Travel Division conducted in Scandinavian countries. Cooperating in the project were the Danish Society, the Swedish Institute, and the Norwegian Ministry of Foreign Affairs.

The tours were of six weeks' duration. Tour members visited in England and France as well as in Denmark, Norway, and Sweden. Enthusiasm for the tours was so great that more than twice as many people applied for the tours as could be accommodated.

To determine which teachers might profit most from the experience of living in teachers' homes in Scandinavia rather than staying at hotels, tour applicants were screened by a committee representing the Travel Division and the National Council for the Social Studies. The following comments from members of the Life Experience Tours indicate teacher reactions to this new enterprise in purposeful travel:

"The high spots have been living in the homes of Danish teachers in Copenhagen and Aarhus. We were a little skeptical as to how it might work, but are now unanimous in approving it as a way to know a country."

"I would like to urge that some kind of reciprocal tour be worked out for them."

"The hospitality of the Danes is really 'something to write home about.' When we left Vejle yesterday, there was scarcely a dry eye in the group. As the newspaper in Vejle said, 'We are building bridges of friendship.' "

"Particularly have I felt that the visits in the homes of Danish teachers have been valuable for mutual understanding."

"I want to thank you for making it possible for us to share and to become better educated."

Life Experience Tours to Scandinavia, the British Isles, and Mexico are planned for the summer of 1953. In the future lies the possibility of reciprocal tours by which teachers from foreign countries may visit the United States and live in the homes of US teachers. Thus, these new bridges of friendship may someday be opened to two-way traffic.

—PAUL H. KINSEL, *director, NEA Travel Division.*

Americans can be linguists, too

even tho they don't always remember that the "conjunctive personal pronouns should come before the auxiliary in compound tenses of the indicative."

IF YOU are learning English because you intend to travel in England and wish to be understood there, do not try to speak English perfectly, because if you do, no one will understand you.—GEORGE BERNARD SHAW.

TO HEAR people talk, one might easily believe that Americans are not as good at foreign languages as are their cousins abroad. As a matter of fact, Americans are just as good at foreign languages as anyone.

I have never been particularly impressed by the fluency in a foreign language of individuals—Americans or not—who have learned their foreign language only from governesses or from study in school. I am reminded of a distinguished foreign scholar who once served as visiting professor of history in the US.

On the strength of six years' study of English, he lectured to his American students about the Gothic invasions of Europe. He spoke repeatedly of "ze coming uff ze goats"—and undoubtedly wondered why his most serious statements produced as much amusement as Bob Hope. Americans do not always acquire a good pronunciation either, but even those who fall short seem to be able to develop a poor pronunciation as fast as their colleagues abroad.

Language teaching in the US has been handicapped by misunderstandings regarding language talent and "best" methods of learning a second language, and by disillusionment with miracle courses of the "Speak-Easy-French" type. Here are six common questions to which research of the last 50 years gives better answers than does personal opinion.

Is there a language talent? The answer is *no*. Extensive investigation has not uncovered the slightest trace of a special language talent or linguistic aptitude apart from general ability to learn.

Languages can be so taught, however, that a special kind of genius is required to learn them. People who try to speak from books that tell them to put "conjunctive personal pronouns before the auxiliary in compound tenses of the indicative" often reach this conclusion. After a few months of such teaching, some students suffer from the same confusion which upset the centipede who started watching his legs.

Does one have to be especially intelligent to learn a second language? The answer is no—unless to make teaching easy, the school favors only people intelligent enough to learn in spite of the textbook, teacher, or course of study. Good intelligence helps, but interest fortified by a will to learn works wonders.

Teaching people to understand and speak a second language is often considered more difficult than teaching them to read it. Yet Paul F. Angiolillo found the opposite true.

He taught French to nine imbeciles and one moron in an institution for feebleminded girls. In six weeks they could use 80 words and phrases correctly. Half the students who take French in our highschools learn more *about* French, but seldom more actual French in the same length of time.

A year after the experiment, the 10 feebleminded girls were able to use 90% to 100% of what they had learned. In addition, the moron in the group later learned to do exercises in Fraser and Squair's *Standard French Grammar* with "almost consistent perfection." Such achievement surely rates an "A" by any teacher's standards.

Is there a best method of learning a second language? So far, no really scientific experiment has shown that people taught by one system or method are better in all language abilities than people taught by another. If by learning a language we mean developing ability not only to read it, but also to understand it, speak it, and write it, then research has no final answer. It shows only that we learn by doing.

A method which stresses only reading usually develops better readers than one which stresses only speaking, and vice versa. Even here the evidence is sometimes doubtful because experiments have counted only survivors. By listing only successes and disregarding those who drop by the wayside, it is easy to prove that the best method is the one that eliminates the most people.

The many interests and abilities involved in learning a second language probably make it impossible ever to speak of *a* best method for all people. Schools can only strive for more effective learning programs in terms of the needs and resources of their day.

How long does it take the average person to learn a second language? Roughly half of us are above average and half of us are below average. This leaves very few "average" peo-

Research Says—13

Dr. Kaulfers is professor and curriculum specialist in language arts, College of Education, University of Illinois, Urbana.

The next article in this year's series of articles designed to interpret basic research findings of importance to teachers and administrators will deal with business education.

ple to learn another language! However, since the question is usually put this way, the answer will be in the same terms.

Research shows that 2500 words take care of at least 96% of what the average adult talks or writes about. The amount of grammar he needs is also limited. The Romans were probably able to speak Latin only because 18 endings (instead of the hundreds taught in school) took care of 92% of the grammar the best of them actually used in speaking or writing.

A usable command of the words and language patterns needed in daily life is not beyond the reach of the average boy or girl in highschool. For most adolescents, however, 350 hours of mass instruction (the average length of the two-year course) are not enough to develop ease in reading, writing, and speaking.

The best Army language schools, with all the advantages of selected students, special equipment, and small practice groups, need nearly 700 contact hours with a language to reach this goal. In the case of Russian, Chinese, and Japanese, the number of contact hours is almost equal to a seven-year course in school.

Fortunately, a modest command of a second language can be useful and personally satisfying. On airliners, I have heard stewards and stewardesses read announcements in English, Spanish, French, and Portuguese. Most of these people were Americans. Few were fluent in foreign languages. All, however, were able to use what they knew well enough to serve the passengers—and often with considerable satisfaction to themselves.

One does not have to pass for a native in order to use a language to advantage. It's too bad that most people have felt that languages are not much good unless studied to the point where an individual is ready to take out citizenship papers in a foreign land. In human relations a little language goes farther than a little of almost anything else.

Do children learn languages more readily than adults? The answer is yes and no. Youngsters are often less selfconscious than adults about expressing themselves. This gives the illusion that languages come naturally to them. Their speech habits, too, are not set in one language. For these reasons, a good ear for another language and, consequently, a good accent are perhaps easier for a child to develop than for an adult.

WALTER V. KAULFERS

In all other respects, however, adults have a tremendous advantage over youngsters. This advantage more than offsets whatever extra effort some adults may have to put forth to overcome inhibitions or to make tongue and lips behave the way they should in another language.

Thorndike, for example, found that adults aged 35 and over learned twice as much language in half the time required by young people aged nine to 18. Cheydleur, Fraser, and Crawford found the same to be true in French and Spanish.

How early can a child safely begin learning a second language? Early studies of children who grew up where two languages were spoken revealed some difficulty in schoolwork and sometimes a slightly higher percent of speech disorders. From these reports, conclusions more far-reaching than the facts justify were often drawn.

The difficulty can be made clear by an example: Suppose twins are separated at birth. One is brought up among people who speak only English. The other is reared among people who speak English half the time and Spanish the rest. At age six, both enter a school where only English is spoken.

Which twin by the very nature of things will have an advantage over the other? Which one may easily make the teacher think he is much the brighter of the two? In competing with others, which may even become selfconscious enough to begin stammering or stuttering? The moral is this: A child can safely be taught a second language provided he is wellgrounded in his native tongue.

Occasionally, a child's command of language is as great at age five as that of others at age seven. Here, learning a second language early in life is an opportunity rather than a risk—on two conditions: First, the experience must be pleasant enough to hold the child's interest without force-feeding. Second, it must not deprive him of other experiences that he may later need to hold his own among his peers.

Children to whom regular school work presents little challenge may well be encouraged to begin learning a second language in the lower elementary grades. The US Commissioner of Education recently recommended that this opportunity be provided. [See the October JOURNAL, page 409.] Today's young people are not going to live in a past which saw little need of languages, but in a future which increasingly shows our need of them. #

"Freshmen ever better prepared"

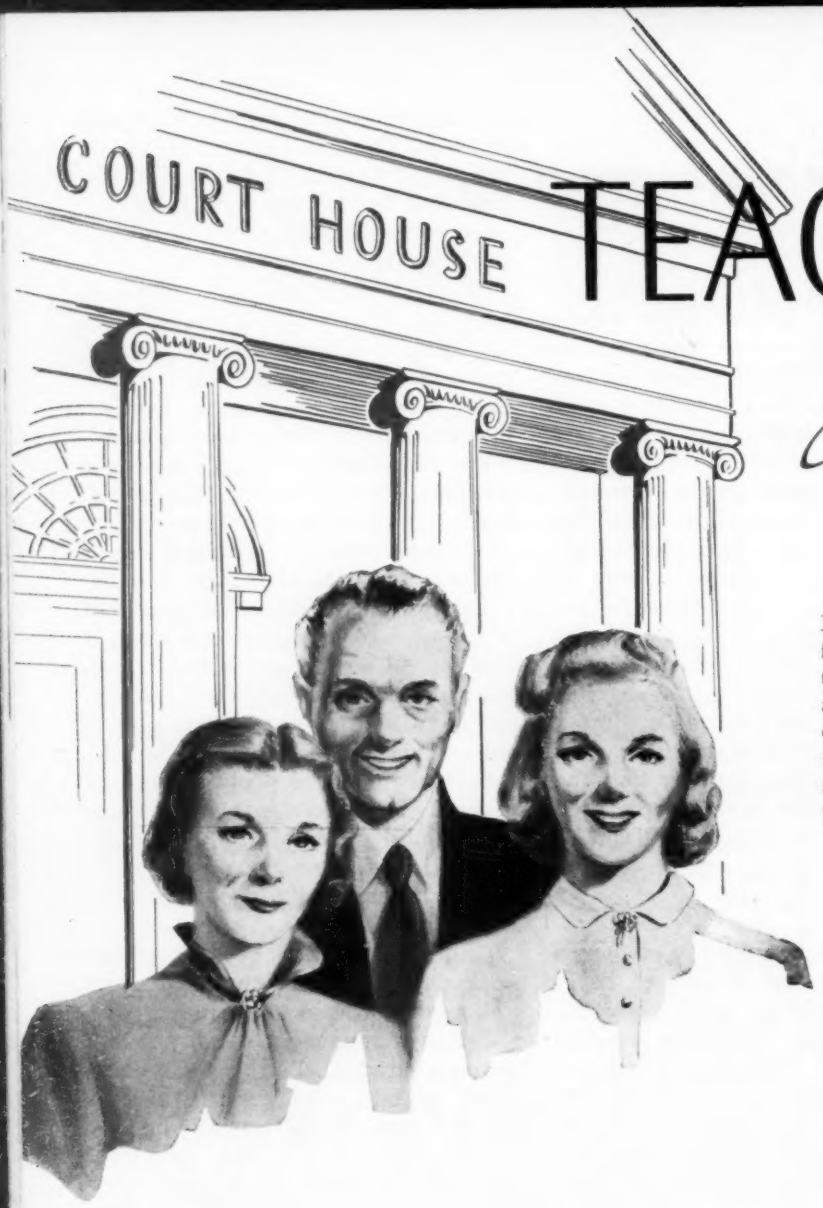
I WOULD like to say a word about our secondary education. I hear university professors—and have all my life—who are criticizing the highschools, commenting on the illprepared students we get in the freshman year in universities and colleges. I have never understood what they are talking about. I have never been able to document it.

It seems to me that each year the freshmen I get come ever better prepared for all the things that seem to me finally to count. It seems to me that they are better educated—and I would measure my words—they are better educated now in science and art and social studies than I was when I graduated from the university some 30 years ago. To me, it is simply magnificent as to the changes in the thinking, the ingenuity, and the habits of work as compared with the habits that I knew in my youth.

I simply don't go all the way with this business that skills and values are not being taught at a very high level of performance in our secondary schools. We ought to be ashamed of ourselves when we charge whatever defects we find to those teachers who prepare the people who come to us.

—T. V. SMITH, *professor, Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University, Syracuse, New York.*

TEACHERS *Are Citizens*



Every teacher is a teacher of citizenship. Good citizenship for the teacher means not only that good citizenship qualities inherent in any teaching or supervisory position are always stressed by example of teacher as well as activities of class, but that, as an adult citizen of the community, the teacher assumes at least his equal proportion of citizenship responsibility. Try yourself on these points of the year-round teacher citizen:

1 Keep informed on issues. Read and listen to varied opinions.

2 Be of objective mind. Develop an understanding of propaganda technics.

3 Know the people about you. Get acquainted with your neighbors. Make opportunities to talk over problems with them.

4 Ally yourself and work with a group that has good citizenship as a major concern. Your local teachers association is a natural for this. If there is not a citizenship committee in the local association to which you can offer your services, help to organize one. Assign to one or more members the responsibility of attending town or city council meetings, or county supervisors meetings.

5 Learn to work effectively with other people. Effectiveness will include learning the rudiments of parliamentary law, learning to compromise wisely without sacrifice of principles.

6 Get the facts about how the political parties and the government operate in your city, county, state, and nation. In a nonpartisan organization, such as the teachers association, operate within charter and purposes of the association.

7 But as an individual don't shun the partisan. Politics is the business of every adult citizen. Attend party caucuses in the party of your choice. Help choose worthy candidates. Work, speak, write, vote for the candidates of your choice.

8 Keep score on the action of your representatives on local, state, and national level—or persuade some organization or your newspaper to give this service.

9 Don't refuse to run for office or take the hazards of an election yourself. Difficulty of getting good candidates is one of the major causes of poor government.

10 Cultivate a tough skin. Not all is roses and light, even if you stay out of politics. Know that life, not just politics, offers tumbles. Learn to pick yourself up, dust yourself off, and keep going toward the full citizenship that is the first aim of our public schools.

The ballot that makes each of us a king is an illusive possession—so much so that half of the Americans eligible to vote fail to accept their heritage as one of "America's ruling class." If you are voting in November, here is what you have done:

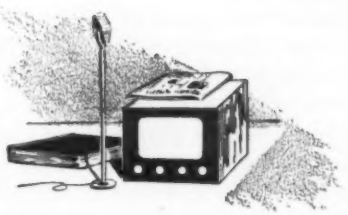
1 Established the authenticity of your American citizenship—
If you were born outside America, you were registered by your American parents, or you yourself decided, on reaching maturity, to meet requirements for naturalization.

2 Met the age requirement—
21 years in all states except Georgia, where the 18-year-old may vote.

3 Met the residence requirement—
Generally six months or a year; in Alabama, Louisiana, Mississippi, Rhode Island, and South Carolina, two years. [South Carolina requires only six months residence for ministers and public-school teachers.]

4 Perhaps met literacy and poll-tax requirements—
A literacy test is demanded in a third of the states; poll-tax payment is required in five states: Alabama, Arkansas, Mississippi, Texas, and Virginia. (In other states that have a poll tax it is not a requirement for voting.)

5 Personally registered—
Required in all except three states: Arkansas, North Dakota, Texas. In fifteen states this registration may be by mail. A number of states have permanent registration.



If you are really casting an effective ballot—making your citizenship count thru your ballot—there are other things you have done:

1 Kept informed on issues thru newspaper, radio, discussion. Learned to sift truth from propaganda.

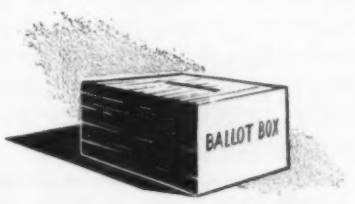
2 Worked in party caucus or thru clubs to choose worthy candidates.

3 Studied the background and history of candidates—their past record of votes and action.

4 Worked to elect the candidates of your choice thru speaking or writing in their behalf.

5 Sought to increase number of registered voters and number of ballots cast, to get the largest possible expression of the will of the people.

6 Appeared at the proper polling site to cast your ballot in person. Casting a vote by absentee ballot is permitted in general elections by more than two-thirds of the states.



This material was prepared with the cooperation of the NEA Citizenship Committee. While the supply lasts, reprints [in black and white] are available free of charge to teachers.

DRAWINGS BY KENNETH B. FRYE

NEA—*dynamic of our free society*

FREDERICK M. HUNTER

AT THE Des Moines meeting of the NEA in July 1921, the convention theme was "The American Program in Education." One of the most eminent and able speakers began his address with a statement doubting the existence of such a program.

Now 31 years have come and gone since that first gathering of the NEA delegate assembly. A great period in the history of the Association has ended with the retirement of Willard E. Givens. His was the longest central administration in the life of the Association. This event has highlighted the position of the NEA in public affairs in America and thruout the world.

To those who would still ask "Is there an American program in education?" there is a clear and unmistakable answer. There is a potent and farreaching program in American education supporting the free society of the United States and teaching the American practices of democratic living to a vast majority of its citizens. This program also coordinates and supports similar fundamental processes in the evolution of freedom thruout the world.

No greater compliment was ever paid the American plan of education than for General Douglas MacArthur in 1946 to revamp the public educational program of Japan along American lines as recommended by a commission of American educators and teachers. Four and a half years later he chose the executive secretary of the NEA to head the Second US Education Mission to survey the effects of the initial progress of the new system. When to the meaning of this re-ordering of the Japanese school structure we add the essential background of the Japanese treaty, we get a glimpse of the worldwide spread of American educational policy.

The Japanese treaty, unique in the annals of nations, is assuredly the outcome of enlightened American mass thinking. Never before in international relations has any powerful nation given a conquered foe the kind of deal the conqueror would desire for itself if the case were reversed. Populations, en masse, making decisions as nations, in the past have acted in selfdefense or in revenge. The psychology of great numbers engaged in war has ignored the golden rule. It remained for the USA with an enlightened public opinion in support to apply the golden rule on an international basis and reestablish a conquered enemy nation. By so doing, it made way for the development of a true democracy with a new place in the sun.

That the democratic system of education in the USA, which has served the nation thru several generations, shaped the policy for this epochal achievement is evident beyond doubt. Here is the unmistakable evidence that the USA now has and for generations has had an educational program unique in the experience of humanity.

A Vital Factor in American Life

It is high time the citizen recognize and understand this vital factor in American life. The school patron —the voter—has no clear notion that general educational policy is an indispensable ingredient of American life. Even teachers and school administrators seldom synthesize on a national scale the complex movements and forces back of school procedure and processes.

The only systematic public attention given this important element in our American way of life consists of propaganda assaults of groups bent on the pocketbook purposes of reducing taxes, or special school interests seeking to discredit state-supported public schools. Nor is there any advocate or proponent in high official circles authorized to define and speak for American education policy at home or abroad.

The highest educational office has, fortunately, no policy-making authority. Other peoples have ministers of education. In most democratic countries, educational programs centrally administered in behalf of the aims of a free society are the rule. Under governmental dictatorship, the department of education is always the agent of propaganda for the tyranny of the state; e.g., the Communist and the Nazi national establishments for the education of youth.

But in America from the earliest days our educational practices have stemmed from the grass roots. They are a part of the tradition of local selfgovernment that, in spite of all centralizing tendencies of recent years, still flourishes in the form of 165,000 governmental units in the USA. Of these, more than two-thirds (118,000) are school districts, the fundamentally democratic control structures for the management of education.

We still cling to this original policy—uneconomical and time-consuming tho it is—altho we know full well for immediate action dictatorships may be most successful. The notion of local governmental policymaking is traditional among us.

The practice began long before we had a national government. Local colonial settlements formed their own governments. More than 300 years ago representative legislative bodies in the new world began to function, resisting all attempts of monarchs to suppress them. Com-

Dr. Hunter is honorary chancellor of Oregon State System of Higher Education, Eugene. He was president of the NEA in 1920-21.

munities welded themselves into larger bodies—towns and townships, cities and counties, then states, and finally the nation. But always creative acts of policymaking have been molded from this multitude of local units. No other great world power has thus creatively built its government and its policymaking habits.

The school district remains to this day the original, indispensable local center from which arises the public opinion that finally determines educational policy for this great nation. In our foundational years, Congress in the Ordinance of 1785 gave full recognition to the basic character of this source of educational policy, in setting aside section 16 (to which section 36 was later added) of every township of the Northwest Territory for the encouragement of schools, thus assigning the state's responsibility in establishing locally controlled public education.

Today's Sources of Educational Policy

Now in Twentieth-Century USA we have in addition to the public school-district units a multitude of sources from which educational policy flows. Local communities, states, and territories have effective administrative structures for education. All are competent to create policy, and all are doing so within range of their authority. In higher education, from the dozen or so colonial colleges the number of colleges and universities has grown to more than 1600 accredited institutions, with enrolments ranging from less than 100 to more than 50,000. All are generating educational policies within the scope of their powerful competency.

Other points of view are always present in the sum total, such as the system of denominational schools and private schools. In the policymaking process these special conceptions of the American definition of education are very legitimately one of the ingredients of the American democratic process of creating policy.

In no other nation, among no other great people, is there a comparable picture of the genesis of a national program. No other national policy can reach down into the bedrock sources of so many different facets of national life and thought. None can summon the genius of so many creative groups and institutions. All others tend to channel and stratify the elements from which policy is formed by authority imposed from above.

A governmental department of education or a minister is always limited by the general policy of the government or by the party in power. But the educational policy of the USA is a composite of what the people of the nation think and do about education in the units where education takes place. This means in the school districts, in the town and city school systems, in the state administrations of education, in the colleges and universities, in denominational and private schools. This multitude of policies combined is our national educational program.

Now some will maintain that I have just shown that the speaker at the Des Moines convention was right in saying the nation has no educational program. Nonetheless, I insist that: [1] we do have a powerful national program on education; [2] it is highly important in the life of the nation and in the world as a whole; [3] it follows a definite set of principles essential to free society; [4] it seeks definite goals; and [5] it is coordinated and interpreted by the professional educational organizations of the country, the chief of which is the National Education Association.

There is no uncertainty regarding the course which free government has followed in the United States from the earliest days of the Constitution. Nor is there any question as to where the great preponderance of public opinion stands on the direction we should take in the future. Our commitment to the American way of life is unmistakable. We have successfully defended it in two great world wars in a single generation. We staunchly shall continue to defend it in the future.

Role of the NEA

No single nationwide organization taps the sources of opinion – in 118,000 district units—as do the public-school organization and the profession that speaks for that organization thru the NEA. The principles of democratic policy so frequently pronounced by the NEA come from these state, city, and district experiences and practices everywhere in the USA. The principles come from the colleges and universities preparing a clientele of scholarship and leadership and from private institutions and schools. All of these sources have had experience in creating good citizenship—American style.

Neither the NEA nor any other organization creates these basic rules of democratic life. Certainly no political party, no business or trade organization, no special-interest group of any kind does so. These rules are evolved in the experiences of democratic living under our Constitution and projected to the oncoming generations thru the nation's schools.

The NEA has developed the qualities that reach out to the nooks and corners of our everyday life and formulate the laws of survival and progress. Its affiliated state and local associations represent the views of the rank and file of both teachers and parents. The representatives on the Educational Policies Commission comprise an incomparable agency for synthesizing and codifying the principles thus apparent from public attitudes and from the scholarly research and surveys of the greatest of our collegiate and research institutions.

Consider *The Education of All American Youth* by the Educational Policies Commission. Here are assembled the statements of educational faith from our broadest and earliest experiences as a nation. Here is a policy to guide the evolution of our educational structure and methods for the coming generations. What are the sources? Presentday American experiences. What was the agency? The NEA and its members and affiliates.

From the founding of the association in 1857, pronouncements of beliefs and resolutions approving guiding principles have characterized its work. Since the establishment of a representative control body in 1921, its resources and influence have been multiplied many times. It has truly become the voice of the teaching profession and the spokesman for the cause of education in a worldwide sense. Here are just a few examples of its many activities:

Its Defense Commission has acted vigorously against tyranny toward schools and teachers by corrupt officials, by city political machines, and by prejudiced interests.

Its Research Division has made available accurate data on the prob-

lems of educational administration and financing the schools, and has given schoolboards, boards of regents, trustees, and legislatures a reliable body of facts upon which to take constructive action in carrying out educational programs.

Its JOURNAL has nourished the common mind of the entire teaching profession.

Its Educational Policies Commission has stated the highest and most potent educational thinking generated by the experience of the schools.

As one of the founding sponsors of UNESCO, the NEA has also given to the world a conception of the meaning of education to the maintenance and progress of free America and the possibility of a spread of such a force thruout the world.

High-Points of the American Educational Program

The high-points of this American educational program, springing from the grass roots of our life as a people, would seem to include the following:

The program seeks [1] schools for all the children of all the people: [2] education thru highschool or the eighteenth year for all American youth; [3] equal opportunity for all American children and youth without discrimination as to race, religion, financial status, or geographical location.

Our practices thruout have held that the aim of all education is good citizenship defined in the light of the American heritage of freedom. In all phases of American public education there is complete devotion to the doctrine of Jefferson's great dedication: "I have sworn upon the altar of God eternal hostility against every form of tyranny over the mind of man."

Public education is a responsibility of the state governments and shall be administered by local units without interference or control by national centralized authority.

Money from public sources expended in the education of youth is a permanent investment in the common welfare. The administrative units in public education are more effective when fiscally independent of other political units.

Full educational opportunity for all requires a permanent policy of complete separation of church and state with no favors toward, nor discrimination against, any sectarian educational establishment.

Agency of Our Common Life

The practices of public education have created a strong national conception of spiritual values and habits of moral living. We have shown that a great people acting en masse as a nation can accept and apply spiritual and moral teachings of the highest order in its official dealings with other nations.

The NEA thru the years, then, has grown to be an agency of our common life that has reached down to the grass-roots sources for its formulation of principles of national educational faith. These have been taught to successive generations of youth. Year after year they have been advocated thru resolutions and recommended legislation. Finally these principles have been planted abroad to nurture growing democracy in the great populations of other nations. #

Perfect Gifts

"HERE! These are for you!"

A grubby little hand thrusts toward you five dead weeds, or one lonely flower with its neck broken in three places, or an assortment of once beautiful blooms swiped from some misanthrope's carefully cultivated garden. And you know that a heart has been laid at your feet!

An apple for the teacher is usually dog-eared too. The other day I was honored with one that had a large chunk taken out of it. However the child quickly explained, "There was a rotten spot but I cut it out."

It was quite a tribute to receive the first piece of bubble gum released after the war. It would have been ungracious of me to look a gift horse in the mouth and complain that the gum had been chewed. After all, it had only been chewed a little.

One day I was offered a wedding ring. However, being a confirmed spinster, I suggested that it be replaced in exactly the same spot from which it came.

Some gifts are evanescent and yours to hold for only a little while. For example:

There was a bag of crumpled cookies which the giver displayed to all the children in the room, holding it under their noses—but not too close. After being extravagantly and enviously admired by the whole class, they were deposited on my desk—there to be visited by the former owner for a sniff now and then. Finally, when we were going home, he came to me and said, "I'm awful hungry. Do you know what I wish I had?"

What a day it was for the cookie-giver! He came to school joyfully, clutching a bag of cookies. He made me deliriously happy by presenting them to me. He made everyone else envious because he thought of it first. And he went home munching the same mangled cookies.

Here's the nicest one of all. One day, after writing with my leaky fountain pen, I surveyed my ink-stained hands with dismay. Looking up, I met the eyes of one of my less privileged pupils. Gravely and reverently he brought forth from his pocket his spanking clean handkerchief, carefully unfolded it, and wordlessly offered it to me. Wild horses couldn't have induced him to use it himself; it was his treasure—and he offered it to me!

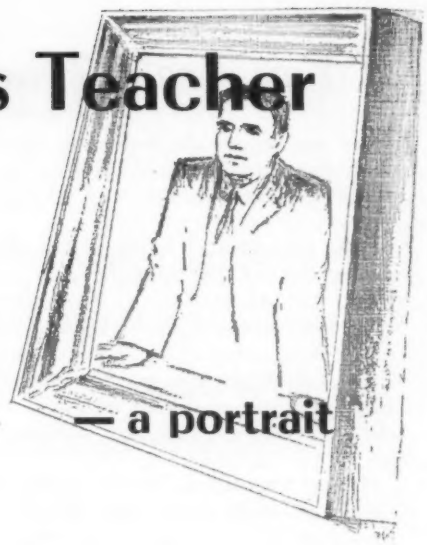
As for Christmas gifts, one I liked was a large, slightly used get-well card, carefully wrapped in several layers of discarded Christmas paper and presented with the fond delusion that it was a Christmas card.

Other Christmas presents were weird and wonderful—little artifacts such as an ornamental lamp which, when squeezed, emitted a penetrating and powerful perfume, and a complete set of jewelry exotic enough to make me feel like an empress.

I am sure that members of no other profession receive gifts so amazing—or so touching.

—MARGARET S. DALY, *New Haven, Connecticut.* [*Adapted from the* Mississippi Educational Advance.]

The Modern Social-Studies Teacher



— a portrait

THE American spirit in education has been to an important degree the spirit of the good teacher. Indeed, in this drama of learning, the teacher has played a leading role thru centuries of educational tradition. That this character in the play should be a person of quality and professional competence can hardly be disputed. Certainly, the social-studies teacher is no exception.

A Unique Responsibility

The social studies are now well established in American schools and colleges. They function in a variety of ways from preschool into the reaches of higher education. But regardless of the directions which the social studies take in different learning situations, the primary responsibility of the social-studies teacher is development of good citizens for our democracy. True, every classroom teacher has some degree of responsibility for citizenship education. Nevertheless, for the social-studies teacher, this is a unique responsibility.

What are the characteristics of a good social-studies teacher—of this individual who seeks to improve the social competence of boys and girls? Tho any pat listing of characteristics is inadequate, there yet is general agreement that a good social-studies teacher should:

[1] Know and appreciate the ideals of democracy and the American way of life, and the role of education in preserving and extending them.

[2] Know and appreciate the richness of the American and world cultural heritage.

[3] Know the subjectmatter of the social sciences.

[4] Know and like young people.

[5] Know how to teach—have rich resources in materials and methods.

[6] Be an effective citizen of his community, state, and nation.

Progress toward the ideal of a good teacher in every social-studies classroom depends first on the quality of the teacher's preservice education. Subsequently, it depends on the opportunities, desires, and actions of the teacher once he is a working member of the profession.

Trends in Preservice Programs

There are several promising trends in preservice programs for social-studies teachers. These apply in varying degrees to teachers in elementary schools, highschools, and colleges.

First, there is growing concern that prospective social-studies teachers acquire basic social concepts which emphasize the unity of man's needs and functions.

Second, there is increasing emphasis on development of teachers who understand the meaning of democratic leadership and know how to practice it effectively in teaching.

Third, there is a tendency—particularly for the purpose of focusing attention on problems of living—to draw the social-studies content from all the social studies rather than from a single discipline, such as history. There is recognized at the same time—especially for highschool and college teachers—the need for specialized study which acquaints the student with more mature treatments and gives him experience in elementary research in at least one of the social studies.

Fourth, course work in the professional sequence is tending to operate more on a *doing* basis in contrast to the purely intellectual type of experience still characteristic of much professional training.

Fifth, firsthand experiences in community activities and with children and youth are coming to be a part of many preservice programs.

Sixth, travel, under the guidance of competent teachers and as an integral phase of preservice experience, appears to be increasing.

Seventh, there is growing concern for building modern concepts of evaluation so that prospective teachers may see evaluation as the very heart of learning.

Eighth, there is increasing acceptance of a longer period of teacher preparation. For elementary-school and highschool social-studies teachers, a five-year program appears to be an acceptable minimum. For college teachers, a doctoral program is the goal.

Effective Learning Environment

The assumption of membership in a developing profession brings many responsibilities and challenges for the social-studies teacher. When he moves actively into his work as a teacher, an immediate responsibility is to provide an effective learning environment where pupils can study man and his social relationships. One of the problems in providing such an environment is the creation of a democratic social climate.

Such a classroom climate permits flexible patterns of interaction among group members, with opportunities for expression of individual initiative by each member. The teacher, by virtue of maturity and preparation, is the recognized group leader. Standards of achievement are developed in relation to the maturity and ability of group members.

Class members make and carry out their plans cooperatively and with a sense of responsibility. As a result, classwork is purposeful for both students and teacher.

An effective learning environment also requires an inviting classroom in which to work. Lively colors and

JACK ALLEN

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If You Are a Teacher of Music . . .

You can secure the following materials from the Music Educators National Conference, an NEA department:

The Function of Music in the Secondary-School Curriculum was prepared by MENC for the November 1952 issue of the *Bulletin of the National Association of Secondary-School Principals*. Questions and answers on functions and problems of music at the highschool level are discussed. $1.50.

Music Education Source Book is based on results of the first four-year period of MENC curriculum committee investigations. Useful as a handbook for those interested in any phase of school-music teaching. 1947. 4th printing, 1951. 272p. $3.50.

Handbook on 16mm Films for Music Education tells what films are available and where and how to obtain them. Prepared by Lilla Belle Pitts, coordinating chairman [1948-1951] of the MENC committee on audio-visual aids. 1952. 72p. $1.50.

Handbook for Teaching Piano Classes gives principles, procedures, and achievement standards for group piano instruction. MENC piano instruction committee. 1952. 88p. $1.50.

Music Rooms and Equipment is a revised and enlarged edition of *Music Education Research Council Bulletin No. 17* and includes material based on a study by Clarence J. Best. The volume deals with aspects of planning, construction, acoustical treatment, equipment, and facilities for schools, colleges, and communities. Requirements of large and small schools taken into account. 1949. 112p. $1.50.

Outline of a Program for Music Education is a guide for promotion and development of music instruction in small as well as large school systems. 4p. 5¢. Quantity prices on request.

Order the above materials from Music Educators National Conference, 64 E. Jackson Blvd., Chicago 4. Individual membership dues for this NEA department are $4 a year, plus dues in affiliated states, and include the MUSIC EDUCATORS JOURNAL *[six issues].*

[Third in a series of helps in various subjectmatter fields. Aids for business teachers will be listed next month.]

good furniture contribute to the health, comfort, and efficiency of students. Books, pamphlets, audio-visual aids, and displays of student work stimulate curiosity and encourage learning.

In providing an effective learning environment, the good social-studies teacher works with his students to catalog the resources available in his school and community. He uses such resources in his teaching. His classroom is thus extended to encompass the varied daily experiences of those he seeks to teach.

Other Responsibilities

The good teacher of the social studies is also a useful citizen in his school, community, state, and nation. His special understandings of human relationships and citizenship practices give him opportunities and responsibilities for distinct service to school and community life.

He is able to aid in school-improvement programs, student activities, and certain school administrative functions. He has other chances to serve as a link between school and community thru assistance in public-relations programs, coordination of school projects with other educational activities, and active participation as an individual citizen in community affairs.

Finally, because his work daily involves controversial social issues, the effective social-studies teacher is obligated to stand squarely and courageously as a defender and advancer of the freedom to learn and the freedom to teach.

"The social-studies teacher's continuing effectiveness in his work depends almost entirely upon the degree to which he increases his understanding of his field, of people and events, of technics, of materials, and of himself." So says the 1952 yearbook of the National Council for the Social Studies. [See note on this page.] It adds:

"Every teacher knows that his preservice education, thoro as it may have been, was no more than introductory, sufficient to get him underway as a teacher, but by no means adequate for the long haul. Regular study, systematic observation of students, willingness to experiment with new ideas and new devices, all coupled with a considerable amount of insight, are necessary, not only to facilitate his moving ahead, but actually to enable him not to lose ground."

The professionally minded social-studies teacher, then, is one who reads with purpose—in the social sciences, in education, and in areas of special interest. He likely is a person who recognizes graduate study as a means of extending his professional competence.

He seeks to participate in workshops with other teachers for the purpose of delving into common educational problems. He works, often with fellow teachers, in the preparation of needed resource units. Finally, he is likely to find that the direct experience gained thru travel is one of the best ways to bring reality to his social concepts.

A Dual Challenge

The challenge to the teacher of the social studies is, in sum, a dual one—a challenge to his own personal growth and to his role in the advancement of his profession. Working alone, he finds his professional potentialities severely limited. Participating in the activities of his professional organizations, he promotes his own status and that of his profession as well.

Opportunities for professional service may be found thru membership in the National Council for the Social Studies and among its regional, state, and local affiliates. Service opportunities exist thru association with approximately 500,000 NEA members. The opportunities reside in national organizations of social scientists who are themselves exhibiting growing interest in teaching problems. For limited numbers, service opportunities are available thru organized missions to other lands.

The opportunities are there. The time for social-studies teachers to increase their services to a forward-moving profession is now. #

For further information on this topic, see *The Teacher of the Social Studies*, 1952 yearbook of the National Council for the Social Studies. $3 paper, $3.50 cloth; order from NEA. Dr. Allen is editor of the yearbook. He asks that special acknowledgment for material in this article be given to the contributors to the yearbook.

Joint action toward unity

Negro teachers are contributing increasingly to the solution of our common professional problems, points out

WALTER N. RIDLEY

AS THE NEA moves forward to strengthen itself thru its Victory Action and now its Centennial Action programs, the 80,000 Negro teachers of the United States constitute not only a great potential for membership increase but also a real challenge for a democratic action program.

Increase in Negro Membership

Over the years NEA membership has been open to Negro teachers. An undetermined number from the northern and western states have been members over a period of time. Relatively few of these teachers in those states maintaining racially-separated schools by law were NEA members four or five years ago. However, there has been appreciable acceleration in NEA membership among these teachers in the past two years. This recent increase is the result of several factors.

First: Since 1904 there has been the work of the American Teachers Association (formerly the National Association of Teachers in Colored Schools) which directs its efforts in behalf of the accepted American ideal of equal educational opportunity for *every* American child, and equal professional status for *every* teacher.

Second: Since 1926, one of the committees of the NEA has been the (now called) Joint NEA-ATA Committee. On this committee, members of the NEA and the American Teachers Association have mutually concerned themselves with such matters as:

[1] More adequate and accurate treatment of minorities in textbooks and materials.

[2] More adequate use of minority personnel and improved treatment of minorities in films and other audio-visual media.

[3] Support of federal aid to education on a basis which will insure equitable distribution to pupils in racially separated schools.

[4] Appeal to schoolboards and executives to do their utmost toward equalization of educational programs for all of their pupils.

[5] Appeal to the NEA to include minority representatives as participants on its convention programs and in other membership activities.

[6] Stimulation of NEA-ATA-US Office of Education cooperation in provision of 100 kits of intercultural education materials, now available on loan thru NEA headquarters.

[7] Appeal to racially separated state and local teachers organizations to form state and local joint committees for interorganizational cooperation on common problems.

[8] Appeal to the NEA to insure the opportunity for each of its members to be considered for a state-level delegate to the NEA Representative Assembly.

Third: Thru a process of democratic action, cooperative and integrative efforts are becoming more common between and among these racially separated associations. These efforts result from activities listed above as well as from the growing realization on the part of teachers in the minority- and majority-group associations that teachers, like all people in a democracy, must unify their efforts in support of democratic objectives if we are to realize the goals of our profession.

Signs of Progress

In relation to the areas of concern of the Joint NEA-ATA Committee, activity and progress have been uneven but still quite significant. The states of Delaware, Maryland, and Missouri have removed the racial bars to association membership, and now in these states Negro teachers hold memberships, participate, and hold offices in one common association.

In eight other states, reports show, there is increasing disposition to develop channels of articulation. Joint committees functioning at various degrees of effectiveness are to be found in most of these states. In several of these states there are yet no types of joint efforts or contacts, and a real start is yet to be made.

One of the great goals of our teaching profession is the development of unified effort in which all teachers contribute to the solution of our common problems. The Centennial Action Program recognizes unification and group action as a major objective. It seeks to put our teaching profession into harmony with the trend toward unity that has marked the growth of our country.

In the states in the South, we find that in many places activities in the interest of this goal are now in progress. The progress is sure if not consistent and fast. Educational leadership and statesmanship are showing themselves in regard to these matters. Leaders are placing more emphasis upon the undeniable goals of our Constitution, our profession, and good human relations. They are evaluating more on the basis of what is right and just, and what is professionally wholesome, than on what has been done or what might constitute the easiest way out.

Joint Committees

In eight of the states under discussion here, there are joint committees, formed for the purpose of unified efforts on common problems, and representing the two racially sepa-

Dr. Ridley is a pastpresident of the American Teachers Association; head of the psychology department of Virginia State College, Petersburg; and secretary of the Joint NEA-ATA Committee. This article, prepared by Dr. Ridley at the request of the joint committee, represents the views of the committee.

rated state teachers associations in each of these states. In many cities and counties joint committees have been formed. These committees have meant unification of endeavor in working toward common goals for the education of *all* the children.

Sometimes the common quality of our goals and problems is not realized until we sit down together and consider them. There has been no instance reported in which the formation of a joint committee and its activities failed to make a contribution to the growth of members of both groups. There are common problems of standards, textbooks, certifications, legislation, contracts, teacher-load, curriculums, special events, and many other items upon which such committees, if they exist and their possibilities are exploited, can make vast contributions.

In some instances these committees have been formed thru the activities of state directors for the NEA and/or the ATA. In other instances the executive secretaries or other officers of state or local associations have stimulated this action. Officers and members of local and state associations would do well to consider the initiation of such projects in their states and localities if none now exist. Cooperation from state directors and executive secretaries should be easily forthcoming in this effort.

Strength thru Unity

Other activities reported in these states maintaining separated school systems include joint participation in faculty meetings, meetings of principals, workshops at the beginning of and during the school year, exchange of speakers, intervisitation in schools and associations, annual school conferences for leaders, and the like. There are common problems which all teachers have in these areas. There are contributions which all teachers can make thru the sharing of their experiences on these common problems.

The school divisions where these events are taking place are profiting greatly therefrom. Those divisions in which there are no such activities should evaluate the circumstance, perhaps beginning with the question, "Are we contributing and sharing to our maximum possibility in our own professional growth and that of our fellow teachers, as well as to the improvement of the education of *all* the children in our communities?"

Such activities as suggested above are designed to strengthen and to unify our profession. Division and separateness weaken us. Unification and joint action strengthen us.

In reality teachers in these two separated groups are spiritually united. We are united, knowingly or unknowingly, in our attempt to provide for each child the best possible chance for his development to maximum contribution in our society. We are united in our pledge to maintain and defend the Constitution of the United States, and the principles which are the outgrowth of our Judeo-Christian religious background.

Apathy can only be overcome by enthusiasm, and enthusiasm can only be aroused by two things: first, an ideal which takes the imagination by storm, and second, a definite intelligible plan for carrying that ideal into practice.
—Arnold Toynbee

We are also in accord in our effort to build a strong NEA representing *all* the teachers of America, and in the interest of *all* the children of our land. We are united in opposition to totalitarianism in all forms. We, together, feel the need for positive advance in creation of a world order, based upon justice and right for the sake of peace. We are united in our defense against the attacks upon our school system and its personnel made by special-interest groups with little knowledge of or interest in building better citizens for this great democracy.

We are together on these basic things. Now we must unify and integrate in our professional efforts.

Since 1951 there has been provision for eligibility of Negro NEA members to be represented by state-level delegates to the NEA Representative Assembly. The 150 Negro delegates at Detroit represented a number 10 times as great as were found five years ago. NEA memberships among Negro teachers in the South are increasing greatly. One state reported 500% increase this year. A Negro NEA member, Dr. George W. Gore of Florida, was elected as one of the 11 NEA vicepresidents at Detroit. These are encouraging facts. But policy and practices must be under constant evaluation to assure good direction in these advances.

Teachers in the states having separated school systems have made a start in solidifying these groups into associations working together upon proper goals in a democracy. Progress has been made, but much remains to be done. Officers and members of our national, state, and local associations should address themselves to a positive program in the interest of the unified membership and participation of every teacher in a common program of professional advance.

This constitutes a moral obligation as well as a golden opportunity. Clear vision demands it. We must be solidly together in developing defenses for our democratic society thru proper guidance of the wholesome maturing of the minds of youth. Even the most imaginative thought could hardly assume that this can be done while we are solidly apart.

The spirit and law of the NEA give the obligation to proceed along sound lines and not to unwittingly develop into any pattern of dealing with its Negro members on a racially differentiated basis. The NEA here has need and opportunity to grow strong and become outstandingly consistent in its world prestige and its announced declarations with respect to professional equity and democratic recognition of the individual.

When we come together in these activities—and we believe this will be done—it will reflect wholesome growth and maturity for us as individuals as well as for our organizations and our profession. As these conditions and needs are realized by the teachers in any area there will evolve positive moral forces which will initiate action in localities and states toward the democratic situation which can exist.

The "You" in U-N-I-T-E-D

Will we grow to this maturity during the Centennial Action Program? Will the hundredth anniversary of the NEA in 1957 find us unified in regard to this problem? These are, we think, most desirable goals. Will you, a teacher, a state director, an executive secretary, an officer, think, plan, and act in your state or local association? This job depends on the "YOU" in U-N-I-T-E-D! #

CHILDREN'S BOOKS 1951-52

THE following list was prepared for the Joint Committee of the NEA and American Library Association by the staff of children's librarians at the Long Beach [California] Public Library under the direction of Helen Fuller, supervisor of work with boys and girls. The list will be reprinted by Sturgis Printing Company, Box 552, Sturgis, Mich., in time for National Book Week, November 16-22. The company will sell single copies of the list for 15¢; prices on quantities furnished on request.

Picture Books

Bear Party written and illus. by William Pène Du Bois. The wise old Koala bear gives a masquerade party at which angry bears find they enjoy life more as friends. Gay illustrations. 1951. $2. The Viking Press, Inc., 18 E. 48th St., New York 17. K-Gr. 1-2.

Dinny and Danny written and illus. by Louis Slobodkin. Story of the friendship between Dinny, a gentle dinosaur, and Danny, a boy of prehistoric times. Clever illustrations highlight humor. 1951. $2. The Macmillan Co., 60 5th Ave., New York 11. Gr. 1-3.

Follow the Sunset by Herman and Nina Schneider, illus. by Lucille Corcos. Appealing presentation of familiar nighttime customs while following the journey of the setting sun around the world. 1952. 43p. $2.75. Doubleday & Co., Inc., Garden City, N. Y. Gr. 1-3.

Growl Bear written and illustrated by Margot Austin. A little bear who knows only how to growl goes thru amusing antics in trying to make friends with other forest animals. 1951. 42p. $1.50. E. P. Dutton and Co., Inc., 286 4th Ave., New York 10. K-Gr. 1-2.

A Hole Is To Dig by Ruth Krauss, illus. by Maurice Sendak. Amusing definitions expressed by young children. Illustrations suggest interpretations. 1952. 48p. $1.50. Harper and Brothers, 49 E. 33rd St., New York 16. K-Gr. 1-2.

One Kitten Too Many by Bianca Bradbury, illus. by Marie C. Nichols. A pretty Siamese kitten teaches a rude alley cat good behavior. Appealing illustrations. 1952. 32p. $1.50. Houghton Mifflin Co., 2 Park St., Boston 7. Gr. 1-3.

One Morning in Maine written and illus. by Robert McCloskey. Loss of a first tooth is an important event in Sal's life. Pictures noteworthy for warmth and realism. 1952. 64p. $2.50. The Viking Press, Inc., 18 E. 48th St., New York 17. Gr. 1-3.

Papa Small by Lois Lenski. Charming picture-story of family life where children and parents cooperate in work and fun. 1951. $1.25. Oxford University Press, 114 5th Ave., New York 11. K-Gr. 1-2.

For In-Between Years

All-of-a-Kind Family by Sydney Taylor, illus. by Helen John. Five lively sisters and their understanding parents realistically portrayed. Includes many holiday customs. 1951. 192p. $2.75. Wilcox and Follett Co., 1255 S. Wabash Ave., Chicago 5. Gr. 4-6.

This illustration is from the 1952 Caldecott Medal book,* Finders Keepers. *The book was included in last year's "Children's Books" list.

The Bears on Hemlock Mountain by Alice Dalgliesh, illus. by Helen Sewell. A boy and a big iron pot outwit the bears. A tale of suspense and humor, told with a folktale quality. 1952. $2. Charles Scribner's Sons, 597 5th Ave., New York 17. Gr. 3-4.

The Buffalo Knife by William O. Steele, illus. by Paul Galdone. Adventure of a move via flatboat down the Tennessee River in 1782. Outstanding for human relationships. 1952. 177p. $2.25. Harcourt, Brace and Co., 383 Madison Ave., New York 17. Gr. 5-6.

Caroline and Her Kettle Named Maud by Miriam E. Mason, illus. by Kathleen Voute. Eight-year-old Caroline longed for a gun when she moved to frontier Michigan; but her copper kettle proved useful in time of danger. 1951. 134p. $2. The Macmillan Co., 60 5th Ave., New York 11. Gr. 3-4.

Eddie and Gardenia written and illus. by Carolyn Haywood. The irrepressible goat, Gardenia, leads Eddie into many amusing predicaments. 1951. 191p. $2. William Morrow and Co., Inc., 425 4th Ave., New York 16. Gr. 3-5.

Eskimo Boy tr. from the Danish by Pipaluk Freuchen, illus. by Ingrid Vang Nyman. Moving story of a young boy's daring journey across ice to save his family from starvation. 1951. 96p. $2. Lothrop, Lee and Shepard Co., Inc., 419 4th Ave., New York 16. Gr. 4-5.

The First Bow and Arrow by Chester G. Osborne, illus. by Richard N. Osborne. Exciting story of Chica and his bow and arrow. Could readily have happened in the days of the ferocious cave bear. 1951. 87p. $2.50. Wilcox & Follett Co., 1255 S. Wabash Ave., Chicago 5. Gr. 4-6.

Henry and Beezus by Beverly Cleary, illus. by Louis Darling. More adventures of Henry Huggins that will delight children as much as the first book. 1952. 192p. $2.50. William Morrow & Co., Inc., 425 4th Ave., New York 16. Gr. 4-5.

Kippie the Cow by Esther Gretor, tr. from the Danish by Kurt Singer, illus. by Gettermann. This cow gives her master and the townspeople an entertaining day. Illustrations add to rollicking good humor. 1951. 28p. $2. Julian Messner, Inc., 8 W. 40th St., New York 18. Gr. 3-5

Ladycake Farm by Mabel Leigh Hunt, illus. by Clotilde Embree Funk. Sympathetic and lively story of a Negro family moving to a farm with its problems of adjustment and acceptance. 1952. 126p. $2.25. J. B. Lippincott Co., 227 S. 6th St., Philadelphia 5. Gr. 4-6.

The Light at Tern Rock by Julia Lina Sauer, illus. by Georges Schreiber. Ronnie learns the true spirit of Christmas when he and Aunt Martha are forced to spend Christmas in a lonely lighthouse because of the keeper's broken promise. 1951. 62p. $2.50. The Viking Press, Inc., 18 E. 48th St., New York 17. Gr. 4-6.

Little Vic by Doris Gates, illus. by Kate Seredy. Especially fine portrayal of a boy's devotion to a colt. 1951. 160p. $2.50. The Viking Press, Inc., 18 E. 48th St., New York 17. Gr. 6-9.

Mimm of the Mississippi written and illus. by Holling C. Holling. The Great River pushes a rugged snapping turtle on a voyage down to the sea. Gorgeous full-page illustrations; many marginal drawings. 1951. 85p. $3. Houghton Mifflin Co., 2 Park St., Boston 7. Gr. 4-6.

Miss Pickerell Goes to Mars by Ellen MacGregor, illus. by Paul Galdone. Miss Pickerell's sick cow leads her into an exciting trip to Mars and back. 1951. 128p. $2.25. Whittlesey House, 330 W. 42nd St., New York 18. Gr. 4-6.

Prairie School written and illus. by Lois Lenski. Adventures of children and their teacher when marooned by a South Dakota blizzard. Realism and charm characterize this story. 1951. 196p. $2.75. J. B. Lippincott Co., 227 S. 6th St., Philadelphia 5. Gr. 5-6.

Sunrise Island, story and pictures by Charlotte Baker. Dramatic tale of the courage and dreams of a Northwest Indian slave. A perilous journey brings chiefdom to the young slave and peace to the warring tribes. The sepia illustrations include

Indian designs. 1952. 158p. $2.75. David McKay Co., Inc., 225 Park Ave., New York 17. Gr. 5-7.

Biography

Chanticleer of Wilderness Road by Meridel Le Sueur, illus. by Aldren A. Watson. New tale of Davy Crockett who died, as he was born, "a-roarin' and a-fightin'" for freedom. 1951. 160p. $2.50. Alfred A. Knopf, Inc., 501 Madison Ave., New York 22. Gr. 5-6.

Kit Carson, Mountain Man by Margaret E. Bell, illus. by Harry Daugherty. Brief account of the famous frontier guide. Useful with slow readers. Spirited illustrations. 1952. 71p. $2. William Morrow and Co., Inc., 425 4th Ave., New York 16. Gr. 4-7.

Of Courage Undaunted; Across the Continent with Lewis and Clark written and illus. by James Daugherty. Emphasis on the men and their courage rather than their exploits. Dramatic illustrations. 1951. 168p. $3.50. The Viking Press, Inc., 18 E. 18th St., New York 17. Gr. 7-10.

Peter Zenger, Fighter for Freedom by Tom Galt, illus. by Ralph Ray. Vivid life story of man whose journalism and trial had a great effect on freedom of the press as we know it today. 1951. 242p. $3. The Thomas Y. Crowell Co., 432 4th Ave., New York 16. Gr. 6-9.

Thomas Jefferson by Clara Ingram Judson, illus. by Robert Frankenberg. Jefferson is seen chiefly as a public figure in this fine biography which shows the diverse activities of an American hero. 1952. 224p. $3.50. Wilcox and Follett Co., 1255 S. Wabash Ave., Chicago 5. Gr. 6-9.

Special Interests

Album of Horses by Marguerite Henry, illus. by Wesley Dennis. A collection of beautiful full-page illustrations with fascinating information about familiar breeds of horses. Includes amusing anecdotes. 1951. 112p. $2.95. Rand McNally & Co., 536 S. Clark St., Chicago 5. Gr. 5-7.

Everyday Weather and How It Works by Herman Schneider, illus. by Jeanne Bendick. Science of weather so attractively presented that it should arouse the interest of any boy or girl. Includes detailed instructions for making a weather station at home. 1951. 189p. $2.75. Whittlesey House, 330 W. 42nd St., New York 18. Gr. 4-6.

Famous Paintings by Alice Elizabeth Chase. Introduction to art presented in broad subjects with samples chosen from various periods, media, and artists. Excellent reproductions. 1951. 102p. $3.50. The Platt and Munk Co., Inc., 200 5th Ave., New York 10. Gr. 5-9.

First Book of Snakes by John Hoke, illus. by Paul Wenck. Beginner's guide to habits and peculiarities of common snakes. Many colored illustrations. 1952. 67p. $1.75. Franklin Watts, Inc., 699 Madison Ave., New York 21. Gr. 4-6.

Prehistoric America by Mrs. Anne Terry White, illus. by Aldren Watson. Scientific, yet lively and popular presentation of a subject that holds great fascination for children. (Excellent introduction to Beatty's *Americans before Columbus.*) 1951. 182p. $1.50. Random House, Inc., 457 Madison Ave., New York 22. Gr. 5-6.

This Is the Way; Prayers and Precepts from World Religions compiled by Jessie Orton Jones, illus. by Elizabeth Orton Jones. A distinguished book with appealing pictures of children of all races and creeds. Every detail in illustrations intensifies the underlying message and conveys inspiration of its own. 1951. 62p. $3. The Viking Press, Inc., 18 E. 48th St., New York 17. Gr. 1-6.

Folklore, Fantasy and Legend

The Apple and the Arrow, written and illus. by Mary and Conrad Buff. Stirring tale of how William Tell's swift arrow whistles courage to the people of Uri. 1951. 74p. $3. Houghton, Mifflin Co., 2 Park St., Boston 7. Gr. 4-6.

The Merry Miller by Rosalys Hall, pictures by Kurt Werth. The new miller of Oye has a problem because the widow of the former miller is too plump to leave the mill, but all ends happily. 1952. 44p. $2.50. Oxford University Press, 114 5th Ave., New York 11. Gr. 3-5.

Mister Stormalong by Anne Malcolmson and Dell J. McCormick, illus. by Joshua Tolford. The Paul Bunyan of the seven seas stands five fathoms high and sails a gigantic windjammer, breaking all kinds of seagoing records. 1952. 136p. $2.25. Houghton, Mifflin Co., 2 Park St., Boston 7. Gr. 4-6.

Richard Brown and the Dragon written and illus. by Robert Bright. A humorous tale of the destruction of a terrible dragon by an inventive young bucket-maker's apprentice. Riotous illustrations. 1952. $2. Doubleday & Co., Inc., Garden City, N. Y. Gr. 3-4.

ORDERING BOOKS

Where there is no local bookdealer who can supply children's books to schools and libraries at a discount, it is a good plan to purchase books from a book jobber.

Jobbers handle books of all publishers. Purchasing from jobbers rather than directly from each publisher is economical and time-saving for all but large school and library systems.

There are many reliable jobbers in various parts of the country. A few are listed below:

American News Company, 131 Varick St., New York. Branches in 40 cities in the United States and Canada.

Baker and Taylor Company, 1405 N. Broad St., Hillside, N. J.

Barnes and Noble, 105 Fifth Ave., New York.

Charles W. Clark Company, 45 E. 17th St., New York.

H. R. Huntting Company, Inc., 29 Worthington St., Springfield, Mass.

Library Book House, 271 Park St., West Springfield, Mass.

A. C. McClurg and Company, 333 E. Ontario St., Chicago.

New Method Book Bindery, Inc., Jacksonville, Ill.

St. Paul Book and Stationery Co., corner of Sixth and Cedar Sts., St. Paul, Minn.

Wilcox and Follett Company, 1255 S. Wabash Ave., Chicago.

The Talking Cat and Other Stories of French Canada by Natalie Savage Carlson, pictures by Roger Duvoisin. Collection of seven enchanting folk tales full of delightful humor and sly wit. Easy to read; perfect for storytelling. 1952. 87p. $2. Harper and Brothers, 49 E. 33rd St., New York 16. Gr. 3-6.

The Trojan War by Olivia E. Coolidge, illus. by Edouard Sandoz. Vigorous telling of this great epic gives it warmth and human appeal. 1952. 244p. $3. Houghton, Mifflin Co., 2 Park St., Boston 7. Gr. 5-7.

For Older Boys and Girls

Behold Your Queen! by Gladys Malvern, decorations by Corinne Malvern. Inspiring tale of love and courage based on Biblical story of Esther. 1951. 218p. $2.50. Longmans, Green and Company, Inc., 55 5th Ave., New York 3. Gr. 7-10.

Candle in the Night by Elizabeth Howard. A journey to Detroit in 1812 brought adventure and romance to 18-year-old Tamsen Bradford. 1952. 223p. $2.50. William Morrow and Co., Inc., 425 4th Ave., New York 16. Gr. 7-8.

Coyote Kid by Lynn Bronson. Exciting story of eastern Oregon during the days of cattle barons and sheep wars. 1951. 224p. $2.50. J. B. Lippincott Co., 227 S. 26th St., Philadelphia 5. Gr. 7-10.

Fire-Hunter by James A. Kjelgaard, illus. by Ralph Ray. Facing the wilderness alone in the days of the saber-toothed tiger was considered impossible. Hawk survived because of his inquiring mind and nimble fingers. 1951. 217p. $2.50. Holiday House, Inc., 8 W. 13th St., New York 11. Gr. 6-8.

The Flaming Bear by Harold McCracken. A young Aleutian hunter sets out to find the phantom beast that flames in the dark like a torch. 1951. 222p. $2.50. J. B. Lippincott Co., 227 S. 6th St., Philadelphia 5. Gr. 9-12.

Hidden Harbor by Kathrene Pinkerton. A remote Alaskan inlet is the scene of this story of three teenagers who begin to spread their wings in order to maintain contact with the outside world. 1951. 278p. $2.75. Harcourt, Brace and Co., Inc., 383 Madison Ave., New York 17. Gr. 7-9.

Lion Boy's White Brother by Alden Gifford Stevens, illus. by Robert Frankenberg. "Danger shared makes all men brothers." Jack and Simba prove the truth of this saying on their trek thru the East African wilds. 1951. 241p. $2.50. J. B. Lippincott Co., 227 S. 6th St., Philadelphia 5. Gr. 6-8.

The Lost Kingdom by Chester Bryant, illus. by Margaret Ayer. Mystery and enchantment of the jungle of India revealed thru Rodmika's search for the meaning of the mark of the cobra upon his chest. 1951. 184p. $2.50. Julian Messner, Inc., 8 W. 40th St., New York 18. Gr. 7-9.

Marsha On-Stage! by Amelia Elizabeth Walden. Startled by the statement that she is a selfish, arrogant girl, Marsha learns to appreciate a fellow enthusiast for the stage. 1952. 251p. $2.50. William Morrow and Co., Inc., 425 4th Ave., New York 16. Gr. 7-9.

Only Child by Marguerite Dickson, decorations by Genia. An only child adjusts to the problem of sharing her home with two orphaned girl cousins. 1952. 247p. $2.50. Longmans, Green and Co., Inc., 55 5th Ave., New York 3. Gr. 7-9. #

There's a job for everyone

in the local association

This article is based on a tape-recording of a panel discussion which took place this past summer at the Classroom Teachers National Conference. The conference was held at Michigan State Normal College, Ypsilanti, July 7-18.

Chairman of this discussion was Eleanor Bly, highschool teacher, and pastpresident of the Indiana Classroom Teachers Association, Muncie.

Other participants were: Ruth Hamilton, elementary-school teacher, and vicepresident of the New York Classroom Teachers Association, Manhasset; Frances Raschig, elementary-school teacher, and president of the Cincinnati [Ohio] Teachers Association; Ronald Gaitskell, highschool teacher, and president of the Southern Section, Department of Classroom Teachers, California Teachers Association, Burbank; Jack Ganfield, elementary-school counselor, and president of the Seattle [Washington] Association of Classroom Teachers; and Mary Titus, NEA consultant for local associations, Washington, D. C.

OUR LOCAL ASSOCIATIONS

BLY: We all face the problem of getting individual teachers to assume a fair share of responsibility in developing local associations.

We live in an age of organized groups with definite patterns, directed channels, set goals. We acknowledge, whether we like it or not, that we are beset on every side by pressure groups. We therefore need to identify ourselves with the professional organizations which promote our individual and group interests.

To help make this identification more nearly unanimous, let's talk about what responsibility an individual teacher owes to his local association. And, more important, let's discuss how we can get that teacher to discharge his responsibility.

GAITSKELL: We should note that in states that have higher salaries, sick leave, and other benefits, there are strong professional organizations whose individual members are active workers. We need the weight of numbers to combat groups that are detrimental to education. We need to pool our funds so that we may present our views.

HAMILTON: I think everybody in a democracy must share in the work of whatever profession or group he believes in. If he's chosen teaching, then that is his first responsibility, not second or third.

BLY: There is an obligation, then, for every teacher—once he has signed a contract—to identify himself immediately with his professional groups.

GAITSKELL: State, local, and national?

HAMILTON: State, local, and national—all three; a united profession.

GANFIELD: By teachers you mean people in all activities connected with teaching?

BLY: Yes. Every educator.

HAMILTON: The next step, then, is for that individual to attend association meetings regularly. I'm afraid too many of us feel that no one will miss us at meetings or that it won't matter if we're not there.

But if you've ever been a local officer or committee chairman, you know how heartening it is to have a large turnout for meetings and how discouraging it is when attendance is poor. I believe emphatically that all of us should reserve one or two hours a month for our local association

meeting. Certainly we should be efficient enough to manage our schedules so that nothing conflicts.

BLY: Do you think the individual teacher gains by attending meetings?

RASCHIG: Certainly. If attendance is good it encourages a teacher to feel he belongs to a profession that's really up and coming.

GAITSKELL: And it keeps him well-informed.

GANFIELD: Yes. Unless a person attends meetings, there's no way that he can effectively keep informed on what the organization is doing. He can read the bulletins, of course. But many times you don't get as much basic information in a bulletin as you do if you attend meetings. The very fact that an individual attends a meeting gives him a chance to share in the discussion and thus to have a bit of background for his conclusions.

TITUS: I wonder if you would suggest some of the information which you think teachers can get thru attendance at meetings?

GANFIELD: Regular attendance helps teachers to be informed on association activities in such vital areas as salary improvement, teacher welfare, and legislative policy.

GAITSKELL: Teachers who regularly attend meetings also profit from the opportunity to express their own opinions. They are thus able to influence the policies of their organization. Constructive criticism *at a meeting* points the way to something better; criticism *outside of the meeting* may cause only ill feeling.

GANFIELD: Often this criticism pops up primarily because a person hasn't enough information and doesn't know the background of the situation. The situation often seems brighter when all facts are known.

BLY: So we get back to the fact that regular attendance helps to build up unity in the group. Now, what can we say about an individual's particular responsibilities in the program of his association?

RASCHIG: I think that every member of a local association is obligated to support the policies and activities adopted by the organization. That doesn't mean that just committee chairmen and committee members have to work. It means that everyone —whether in the capacity of an association member or an individual citizen—has a responsibility to promote the work of the association.

Telephoning members, serving as a building representative, speaking up in meetings, providing transportation for guests—some of these tasks aren't even labeled as committee assignments. But each task is necessary to the better functioning of the association.

GANFIELD: Yes. Committee service is absolutely essential to the work of the association. Even if a person has never done a single hour's work on a single professional committee he should volunteer to serve on a committee. He may have a fresh approach to the committee's problems and, because of that, be as valuable as a long-time member.

It is better to wear out than to rust out. —*Bishop Cumberland*

It's often impossible, of course, for every association member to have a committee assignment. Yet over a period of years, most members should have had a chance to serve. There's no greater satisfaction than taking an assignment and actually coming up with concrete results.

BLY: Is that not one good step toward developing group consciousness—that business of sharing and participating?

GANFIELD: The association is like a brick building. If all the bricks are bearing their share of the stress and strain, the building is a strong, solid one.

HAMILTON: Some citizens and even some teachers don't understand why our associations take certain actions. We can do a great deal to interpret these actions to others.

BLY: How would you suggest that a person find out about the policies of an association?

GANFIELD: Attend the meetings!

HAMILTON: And read bulletins and other statements. Then we ought to get into the habit of discussing association activities and policies in informal conversations such as take place in the teachers room and cafeteria. Our foes profit considerably when we indicate a lack of united strength. If each of us takes up the job of supporting the association, I think we'll all be further ahead.

RASCHIG: Another way the individual can serve is to make his special abilities available to the association. I think every teacher has some kind of special talent, but that talent isn't always known to members of the local association. This is especially true in large associations.

Sometimes potential leaders may turn up when services are volunteered. Or a person may have the ability to speak and, thru your speakers bureau, may render service by interpreting the association to the general public. Maybe you have a member who is a good parliamentarian; certainly some associations need such a person. Or perhaps a member has skill in writing; he can perform significant service as editor of your bulletin.

BLY: One of the finest jobs I ever saw in the way of individual service was done by a fellow highly skilled in cartooning. He drew something just in fun the first time, and then that skill in cartooning was utilized most effectively in brochures that interpreted the program of the school.

GANFIELD: I think one way to bring out individual services is to be certain that appreciation is expressed for such services.

RASCHIG: Yes, and leaders are human, too. They like to have a pat on the back. Not only do our leaders give much of their time, but also they many times spend some of their own money. Sincere praise and encouragement will help us to have better members and better leaders.

BLY: Let's think a moment now about stimulating professional attitudes on the part of teachers.

HAMILTON: To me, the most helpful thing that we as individuals can do and should do for the association is to help stimulate professional attitudes on the part of new teachers and nonactive members. I've often found that new teachers have been turned against association work by the remark of a disgruntled teacher or by being ignored. We have a responsibility to interest our new co-workers in our team—the local association.

We feel proud of what our group stands for and does, so why not talk it up to others? They'll soon catch the spirit from the rest of us.

We can do some missionary work with our nonactive members, too. We ought to find out just why they've dropped out of activities. Maybe we can get them started again by just saying, "Won't you come to the meeting with us? We missed you

last time." We certainly work hard as teachers to make all children feel at home in our room. It seems to me we should use the same principles and ideals to get all our teachers functioning as part of our group.

BLY: In promoting the professional spirit, teachers really have two fields of action, don't they? They work within the association, and then don't they also work in relation to other organizations?

GAITSKELL: That's another point. We should interpret our program to the lay groups around us.

BLY: We certainly need to let people know that we're proud of our profession and that we have justifiable reasons for being proud of it. The world takes us at our own valuation.

GAITSKELL: We are a part of the public, not something apart. If we're not willing to be leaders in civic affairs, other citizens are not going to respect us as much as they might. In all our roles with other groups we are either good or bad ambassadors of our profession. When we say no to accepting a responsibility, we decline an opportunity to gain greater prestige for the profession.

TITUS: Do you think that the individual member of the local association has any responsibility to see that lay groups to which he belongs study problems concerning schools?

GANFIELD: Yes. The individual teacher can focus the attention of such groups on educational problems.

BLY: Many times a civic group goes after one of its members who is a teacher and says, "Come, give us the information first hand." This does two things: it helps us to build our local program, and it contributes to the civic awareness of the club members.

RASCHIG: After all, the schools belong to the public. I think teachers have a definite responsibility to see that groups to which they belong become better acquainted with what schools are doing.

BLY: Let's go a step further. We've discussed the obligations of individual teachers—to join their professional organizations, to attend meetings regularly, to contribute personal services, to promote a professional spirit. Now let's talk about some of the rewards of association work.

HAMILTON: The rewards for active interest and work are many, I'm sure. Perhaps personal satisfaction is one of the greatest. The organizational work I've done has brought me real happiness and fine friendships. The satisfaction of helping your co-worker cannot be equaled. There are some griefs and difficulties, of course, but there's great joy in working for great causes.

GANFIELD: The feeling of professional pride is another reward of professional work. When I was in college I wasn't particularly proud of teaching as my prospective profession. Now I'm much more aware of the pride which the teaching profession inspires. But, you know, you are not nearly as aware of this pride in your profession unless you actively participate in professional work.

GAITSKELL: Thru membership in the NEA, one becomes a part of the largest professional group in the US. I think that's tremendously important in promoting professional pride.

BLY: It pleases me that you have talked about ethical and professional satisfactions first. But, after all, teachers have to live.

GAITSKELL: That's right. I think most people—including teachers—form early in life the habit of eating. Inasmuch as we have personal and family needs, we should examine the material rewards of professional service. And immediately we see that our professional organizations—thru such activities as research, dissemination of information, and legislative contacts—pave the way for the improvement of the teacher's material position.

GAITSKELL: We've seen this material progress as it relates to salaries, retirement income, contract relations, tenure, sick leave, and almost countless other areas of teacher welfare.

GANFIELD: I'd like to point out that these things we've talked about here help to make a teacher happy. And a happy teacher is generally a good teacher.

BLY: And good teachers bring about more effective school programs which lead to more desirable community relationships and finally produce a more promising young America. Isn't that the goal of every teacher? Certainly it's the reason every teacher has an obligation to participate actively in local, state, and national professional organizations. #

Did you know—

that *comprehensive analyses of the legal base of teacher retirement and statistical status reports are available from the NEA Research Division? There is nothing comparable in any other profession.*

that *teachers representing 20 states and territories and 26 foreign countries visited NEA headquarters during the summer of 1952?*

that *more than 1500 local associations have adopted the Centennial Action Program in principle?*

that *the exemption of teacher retirement income from federal taxation is a major objective of the NEA Division of Legislation and Federal Relations?*

that *the NEA is the largest national professional organization in the world?*

that *governors of at least 28 states and territories officially called attention to American Education Week this fall? The governors acted in response to a letter of request and sample proclamation sent from NEA headquarters.*

that *the Future Teachers of America organization now has 470 college chapters with over 23,000 members and 1151 high-school clubs with over 32,000 members? Twenty-seven states now have state FTA associations which are sponsored by and patterned after the state education association.*

that *Eleanor Metheny's "I Like Teaching" in the* NEA Journal *brought her an invitation to prepare a similar article for* Pageant Magazine?

that *Lowell Thomas, noted radio commentator, was the narrator for this year's American Education Week movie trailer? Mr. Thomas has served AEW in this capacity for 11 years.*

Inspiration is a part of leadership training, too.

Student Leaders Are Made

at the Denver Leadership Training Conference, according to one highschool student.

As students assume more responsibility in school leadership, the need for trained student leaders increases. Recognizing this, the Denver [Colorado] Board of Education, Denver chapter of the American Red Cross, and Denver All-City Student Council have developed a training program for student leaders.

Every summer for six years 100 students have attended the Denver Leadership Training Conference at Camp LaForet in the Colorado Rockies. Delegates are selected from the membership of Junior Red Cross councils and student councils in Denver junior and senior highschools. The conference is, in fact, a preservice training experience for new officers who will serve as student leaders during the coming school year.

—GEORGE E. MATHES, *supervisor, Department of Instruction, Denver Public Schools.*

BY THE time the buses arrived at Camp LaForet in the Rocky Mountains of Colorado, many of us had become friends. Loaded down with suit-cases, bed rolls, tennis rackets, and ukuleles, we piled out, registered at Ponderosa Lodge, and were assigned cabins.

Cabins? I should say luxurious little homes! Each cabin was paneled in knotty pine and lodged 14 students and two counselors. The four bedroms had bunks, dressers, and closets. A living room with couches, tables, chairs, and fireplace, and two bathrooms with adequate sanitary and shower facilities, rounded out the cabin plan. Here we were to live as a group during the five-day Denver Leadership Training Conference.

It was in late August that 100 students from the junior and senior highschools of Denver, Colorado, assembled at Camp LeForet. Each student was registered thru his school—a process which required a signed statement of permission from his parents, a recommendation from his principal, and a certificate of health. Students were selected on the basis of their interests, activities, and election to student-council or Junior Red Cross offices.

The three sponsoring organizations—the Denver Board of Education, Denver Chapter of the American Red Cross, and All-City Student Council—undertook all financing.

Camp Activities

As soon as we had unpacked, we toured the camp. The mountain air was cool and refreshing; tall, stately pine trees were all around us; there was a view of Pike's Peak in the distance.

When lunchtime came, we ate in a large, modern dining hall, which also served as a place to hold dances and general meetings. After the meal we sang camp songs and favorite old tunes.

At this first meal we met the advisers and counselors who would conduct our discussion groups and help us in other camp activities. Among these competent advisers was Gerald M. Van Pool of the National Association of Student Councils [an organization of the National Association of Secondary-School Principals, an NEA department].

Our first night we attended vespers. We all went to chapel singing, laughing, and talking, but the minute the bells began to ring out thru the hills, we became silent. There before us was a white stucco chapel set among the trees. Here we heard the keynote address of the conference.

At 10 PM taps sounded, lights in the cabins blinked out, and there was comparative peace thruout the camp.

When we woke the next morning, we launched into the round of activi-

Miss Evans is head girl [student-council vicepresident], East Highschool, Denver, Colorado. She was a delegate to the Denver Leadership Training Conference this past summer.

CAROLYN C. EVANS

ties which we would follow during the rest of the conference. These activities were of three kinds: [1] discussion groups which furnished knowledge on leadership, citizenship, and council organization and work; [2] activity groups thru which we could put our newly gained insights and skills into practice; and [3] cabin groups which provided for spontaneous expression of our life together.

Discussion groups—Those of us who were student-council representatives attended discussion groups four hours a day. Developed especially to meet our needs, these discussions centered on the following topics: aims and objectives of student councils, student-council organization, student-council constitution, parliamentary procedure, human relations, leadership, student-council projects, standards for student councils, all-city council organization and projects, and evaluation of student councils.

These discussion groups proved to be the heart of our leadership experiences. They furnished us with the skills necessary to carry on our student-council programs. By the time we left camp we felt able to recognize and solve problems, conduct and participate in council meetings, and handle difficult situations with confidence.

Activity groups—Four activity groups with 25 students in each group provided us with pep, enthusiasm, and ideas. Members of each group were selected on the basis of information on the application cards of campers. The selection was made so as to distribute among all four groups the students with special talents and interests. Care was taken that activity-group membership would not duplicate that of discussion groups.

On the first night of camp the activity groups met in the four corners of the dining hall. Each group elected officers: a leader, an assistant leader, a scribe, a newspaper reporter, and a sports manager. Then everyone in each group shared in choosing a group name, composing a group song, and making up a group yell. These common tasks and the great variety of activities carried on by the groups gave all of us opportunities to work together.

The activity group became the organized center for recreational life. From the first evening until we packed our suitcases to leave for home, these groups engaged in friendly rivalry. We competed at the campfire program when each group made up songs and presented novelty numbers and group singing. We competed on stunt night when each group participated in skits, novelty numbers, stunts, and songs. We competed in ping pong, softball, volleyball, horseshoes, and swimming.

Cabin groups—The cabin groups were the centers for completely spontaneous good times: bull sessions, new friendships, confidences, whispering after lights out.

From reveille to taps, camp was filled with exciting events. On two different nights we had ballroom and square dancing.

And then there was the camp newspaper distributed every evening at dinner. Reporters spent every spare minute looking for news and amusing incidents. To make it more exciting, there was always a deadline. What confusion and bustle in the rush to get the paper to press!

Camp Benefits

When the last day came, no one wanted to leave. It had been a week that none of us would ever forget. Inside of us was the happy, confident feeling that we had been trained to take responsibility—to be leaders!

We had received preservice training in democratic leadership as student officers. We had developed enthusiasm and interest in our student-council and Junior Red Cross activities. Thru discussions and activities at camp, we had gained many ideas for improving student-council and Junior Red Cross programs in our schools and communities.

After experiencing one week at the Denver Leadership Training Conference, we were all convinced that leaders are *not* born—they are made. #

For additional information on student-leadership activities, see *The Student Council in the Secondary School: A Handbook for Student Councils and Their Sponsors*, published by the National Association of Secondary-School Principals. $1.50; order from NEA.

Students Participate

THE 10 German educators had spent three months visiting American schools. We find them sitting around a table discussing their experiences with a number of American schoolmen.

"What impressed us most?" the speaker asked, repeating a question that had just been addressed to the group. . . . "Perhaps, if you will permit me, I can answer best by telling a little story."

The story he told had its setting in a Midwestern highschool. . . .

"We were sitting in the principal's office waiting to visit some of the classes. This boy came in. 'Good morning, Mr. Corbett,' he said to the principal. 'What can I do for you?' "

"Mr. Corbett told him who we were, explained that we wanted to see how American schools were run, and introduced us one by one. 'Now, Bob,' he said, 'I'd like you to show these gentlemen around the building. Suppose we start with a visit to one of Mr. Zorn's classes.' "

"Bob thought a moment. Remember, he was only 15, maybe 16 years old. But he spoke right up. 'Excuse me, Mr. Corbett, but I wonder if they wouldn't be more interested in what Miss Williams is doing. She has us doing a United Nations project.' "

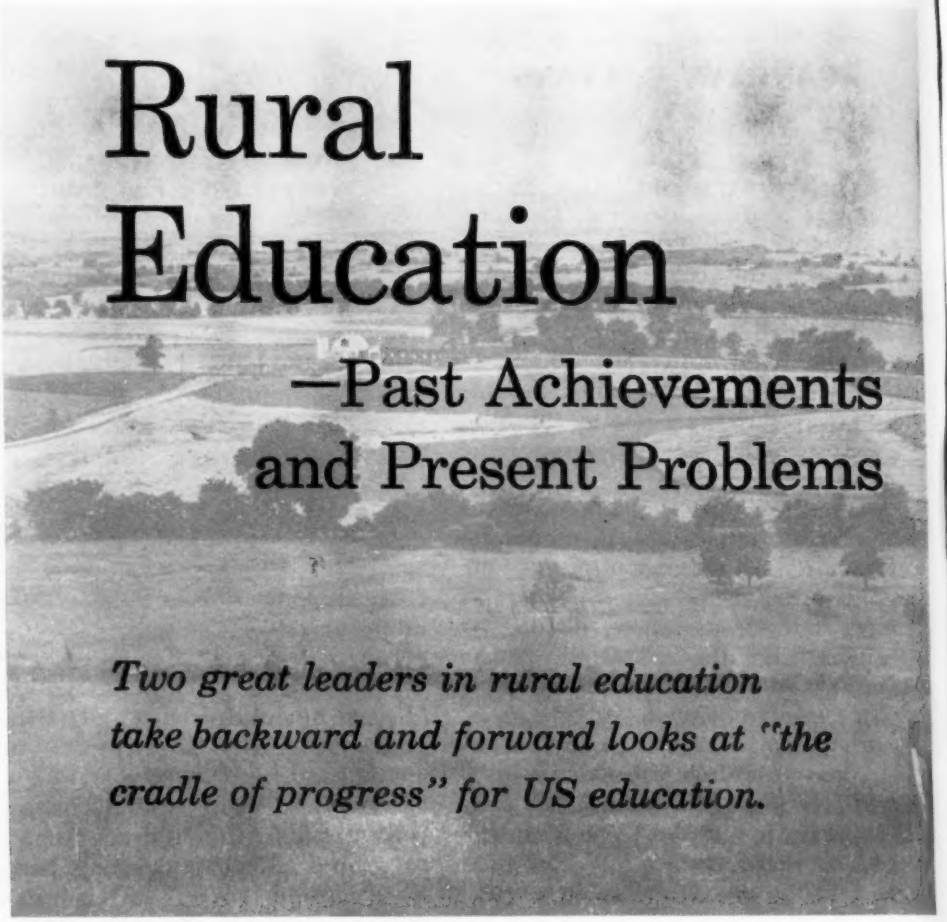
" 'I think you're right,' the principal answered. Then he turned to us and smiled. 'You gentlemen can see that you are in good hands.' "

"That," the German speaker went on, "was our first experience with what you call a democratic school. During the course of the day we learned that Bob and his classmates were interesting and competent guides. We also discovered that they were just as proud of the school as the principal himself was. They thought of it as *their* school because they had a part in running it."

"And now," he concluded, "I am ready to answer your question. The thing that impresses us most about American schools is the sharing of responsibility by all who are part of the school.

"We must be honest. We did not find this cooperation in all of the schools we visited. But in many of them we found the students, the faculty, and the administration working together as partners. We believe that this is just as important training for citizenship as any thing you do in your classrooms. In fact, as we see it, in these schools the students *are* good democratic citizens."

—LEWIS PAUL TODD *in* The Civic Leader, *May 5, 1952.*



Rural Education —Past Achievements and Present Problems

Two great leaders in rural education take backward and forward looks at "the cradle of progress" for US education.

JUNE 1952 brought official retirement to two great leaders in rural education—Julian E. Butterworth, Cornell University, 1919-1952; and Norman Frost, George Peabody College, 1917-1952. Working from their respective campuses and sharing actively in nationwide movements to develop and give direction to rural educational leadership, they have influenced greatly the educational picture for rural boys and girls.

In the accompanying articles they react to the present situation from the vantage point of their years of varied experience. It is noteworthy that each, tho officially retired, continues in active service, Dr. Butterworth thru the Cooperative Program in Educational Administration and Dr. Frost as education consultant to the American Institute of Cooperation.

JULIAN E. BUTTERWORTH

LOOKING back over the 33 years I have been connected with the Department of Rural Education at Cornell University, I see the following achievements in rural-school administration as especially significant:

Major Improvements in Rural Education

[1] We now realize that, if our national strength is to be fully developed, an educational program must be made available to rural people that approximates in scope and in quality that provided in cities. This means that the meager offerings of the one-teacher school—the traditional rural school in the United States—are not enough. A broader and more vital elementary school and a secondary school that offer varied curriculums are needed.

To achieve this, it is usually necessary for one or more villages to cooperate with their adjacent farm areas. In New York State the Committee of 21 obtained legislation in 1925 that has resulted in establishment of more than 425 central schools, covering about 90% of the rural areas of the state.

Progress in effective and economical reorganization has also been made in Illinois, Washington, Wisconsin, Idaho, and Colorado. The idea is at work in practically all states.

[2] Community districts based on sociological areas of adequate size are being formed. They take responsibility for basic education programs and encourage citizens to work together on all phases of community life. This concept is challenging the county-unit idea of rural school organization.

[3] This community concept has brought an interest in a better understanding of the lacks and resources in rural community life. Sociology, economics, and political science are recognized as making important contributions to the implementation of a better community program.

[4] The nation is realizing that rural citizens and their children are as much in need of special educational services as are our urban areas. By special services, I mean particularly guidance, education of exceptional children, adult education, vocational education in business and industry as well as in agriculture and homemaking, specialized supervision, and the like. A new type of intermediate district is coming that may provide these special services without interfering with community responsibility for the basic educational program.

[5] Many phases of rural programs have improved. Teachers are better prepared and better paid; curriculums have been broadened by more frequent inclusion of music, art, physical education, industrial arts; more curriculums are being offered; and more pupils are coming into the highschools and remaining to graduate.

[6] More state aid is going to rural communities thru foundation programs and allocation of monies upon an equalization basis. But we still are not giving enough aid. Development of more satisfactory local and intermediate districts places an impossible financial burden upon some rural communities.

Two Urgent Problems

These achievements are significant but much remains to be done. Here are two urgent problems:

[1] The rural school can and should serve its community better. Further education for out-of-school youth and adults, recreational programs provided thru the gymnasium and playground, a library that is

available to the entire community, an auditorium that provides many kinds of intellectual activities for the entire community, agricultural and homemaking activities that help to solve community problems in these fields—these are only a few of the possibilities of a community-centered school that uses its resources.

[2] A new type of county superintendency is needed in most states. Historically, it has been an office that has performed duties largely clerical in nature. But the superintendency is being changed by new developments — reorganization of school districts, new educational services, curriculum reconstruction, expert supervision, a rapidly expanding transportation program, and, above all, new opportunities for leadership in raising the educational horizon of local districts. The office is potentially one of the most influential in our profession.

Boards of education to approve policies, superintendents who are adequately trained in this special field and who are appointed by the board rather than elected by the people, and an adequate staff of assistants are essential in providing the leadership needed in rural education. Sometimes counties should be combined, and frequently intermediate districts that ignore county lines are needed.

A very few states are beginning to provide the essentials for this new type of superintendency. Here and there a few county superintendents have overcome the limitations of law and have made reputations as leaders. These forward-looking people show what the office may become.

The task of developing an adequate education in rural areas is only well begun. Further progress will require persons with the appropriate knowledge, skills, and attitudes. #

NORMAN FROST

THE more visible and spectacular changes in rural education have been in buildings, equipment, organization, and finance. Consolidated schools, centralized districts, county units, libraries, professional personnel, and sizable budgets stand out.

Changes in what rural children are doing at school—their actual educational experiences—are even more important, however. The sleepy hum of whispered reading enough times to "learn" the text is replaced by more direct and purposeful educational procedures. Such activities as those reported in health and safety education last year at Speake Highschool, Alabama, are typical:

> Each teacher made correlations of his subject with health and safety. Bus drivers explained and promoted safety. Lunchroom workers served *and explained* balanced meals. The county agent helped plan draining the school grounds, spraying for mosquito control, and preparing the school garden.
>
> Also the Red Cross helped with clothes and lunches for the needy and taught first-aid. Forest rangers gave a lecture on fire prevention, showed the forest towers, and took the children thru the forest. The agricultural experiment station received a group of children, showed and explained the activities and program.
>
> Similar cooperative participation was reported for the lunchroom supervisor, county health officer, highway patrol, welfare department, home demonstration club, local newspapers, crippled children's clinic, road commission, mobile X-ray units, county superintendent, schoolboard members, county supervisor, PTA, Boy Scouts, American Legion, Masons, Farm Bureau, dramatics club, 4-H Club, TVA, a local physician, and the athletic association.

Fundamental Ideas of Rural People

Such educational experiences are the result of fundamental ideas upon which most rural laymen insist, sometimes to the embarrassment of rural school people.

First: "Schooling" should be practical. But the interpretation of *practical* is becoming broader. Rural people believe that what you teach children should have value and meaning to each child. Also, if children need to know it, the schools should help teach it.

Second: People, including children, work and learn better and more rapidly when they are interested. Most country folks believe this, and now psychologists have proven it. However, there are still some rural people who insist that the more uninteresting and impractical a subject is, the better the mental discipline.

Third: Education of children is a cooperative enterprise of home, community, and school. Rural folks insist that parents have responsibility for "raising" their own children. As life has become more complicated and home less selfsufficient, they have yielded rather grudgingly to the increasing part that schools must take. Such cooperation as that at Speake Highschool wins ready acceptance.

Many Rural "Firsts"

Because of these basic beliefs, country schools have been the "cradle of progress" for education in the United States. Teaching by projects was begun by teachers of agriculture, and brilliantly pioneered for other subjects by Mrs. Virginia Randolph in Henrico County, Virginia. Work books, excursions, use of multisensory aids, workshops, extracurriculum activities, student government, use of community resources in the curriculum and cooperation in promoting community wellbeing — all originated in or have reached great heights in rural schools.

I think that the best forward-looking education of children is found in rural schools, tho not in all rural schools. In rural schools and among country people it has been possible to develop conditions favoring child growth. Contacts in the country are more direct than in cities, controls are less rigid, acquaintance more nearly universal, and cooperation more the accepted thing. Neighborliness still has meaning. Leadership is a cooperative rather than a lonely process.

Work Worth Doing

Rural education has offered and still offers work in which there is a real prospect of doing things worth doing, in which there is a challenge to every ability, satisfaction in work well done, and rewarding personal friendships growing from cooperative effort.

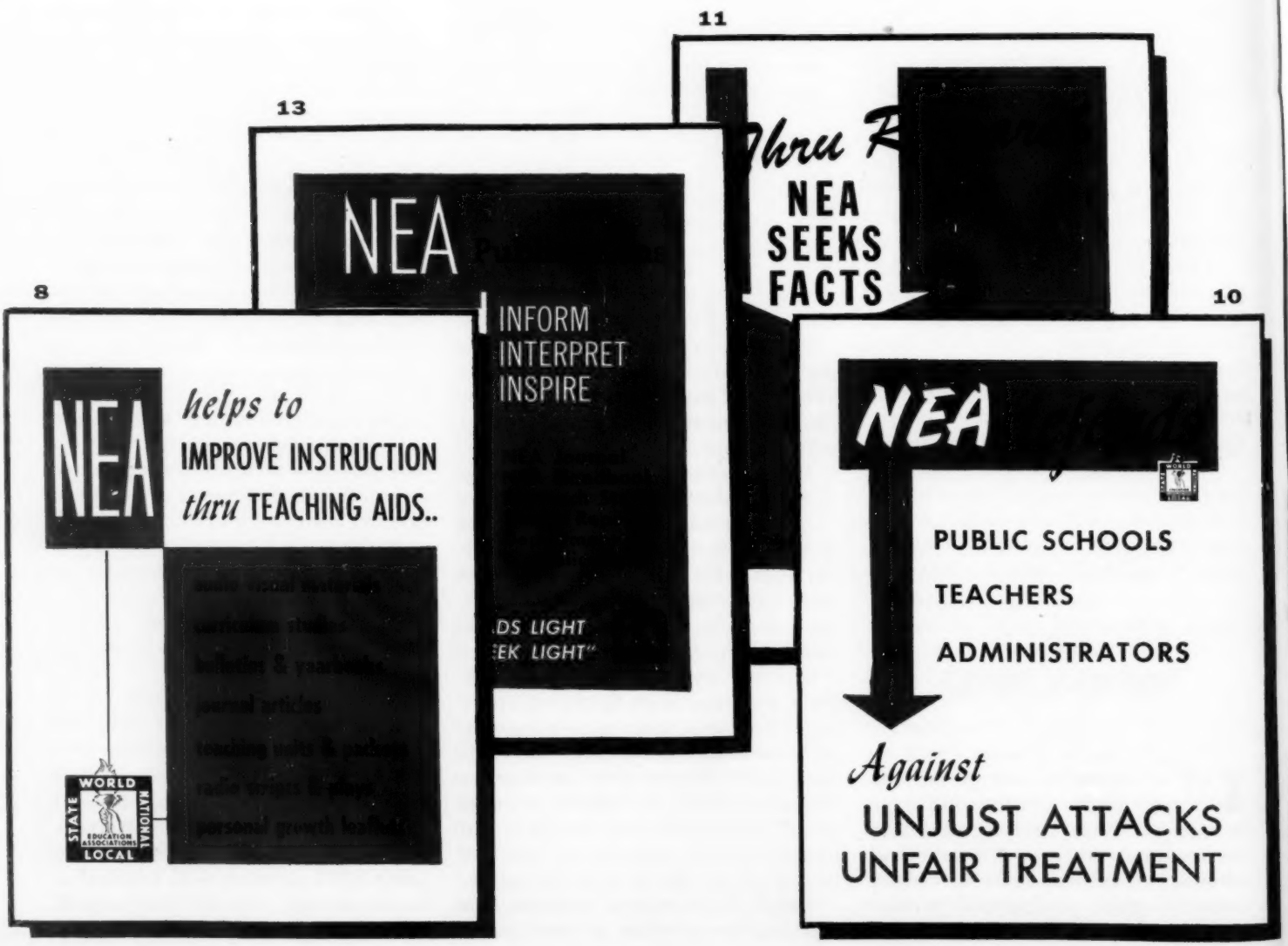
The Confederates almost a hundred years ago had a recruiting jingle:

> If you want to have a good time,
> If you want to have a good time,
> If you want to have a good time,
> Jine the cavalree.

This can be said also of rural school work. If you want to have a good time, work in rural schools. The going will not be smooth, but it will be interesting. You will have a good time. #

What Does the NEA Do?

This montage of several NEA charts indicates some of the services of the Association. A complete set of the 16 two-color 22x29-inch charts prepared by the NEA to help state and local leaders interpret the National Education Association, its purposes, scope, and influence can be obtained from state associations. Last year *The Journal* reproduced many of these charts in full for bulletinboard use. In September 1951, number 10 appeared; October, 15; November, 12; December, 7; January, 6; February, 8; March, 11; May, 14. Another chart, "Where Does Your State Stand?" including a membership map and graph, appeared in the September 1952 *Journal* [page 354]. Number 13 is a new chart added to the series last summer.



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NEA WORKS FOR
TEACHER WELFARE
BETTER PREPARATION
FAIR TEACHER LOAD
PROFESSIONAL SALARIES
SECURE TENURE
ADEQUATE RETIREMENT
WORLD
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NEA
builds for
TOMORROW
NEA influence...
CIRCLES THE GLOBE
It leads...
IN BUILDING UNESCO
IN SUPPORTING UNITED NATIONS
IN WORLD TEACHER ORGANIZATION
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NEA is
YOUR VOIC
it speaks to the public thru
PRESS • RADIO • MOVIES • TELEVI
AMERICAN EDUCATION W
"THE PUBLIC AND EDUC
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TRAINS LEADERS THRU
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HEALTH AND SAFETY
WHOLESOME RECREATION
COMPETENT DEVOTED TEACHERS
ADEQUATE SCHOOL FACILITIES
ENRICHED CURRICULUMS
SYSTEMATIC GUIDANCE
6

I like to teach
—*the American-frontier way*

REEF WALDREP

LOOK at me before you listen to me. You ought to know your authors before you read today; you ought to know what organizations they belong to, and what axes the authors have to grind.

Who am I? Just a plain classroom teacher who began teaching in an Alabama country school in 1936. I belong to the NEA, the Tennessee Education Association, the East Tennessee Education Association, and the Oak Ridge Education Association.

I hate communism and wrote a book (unpublished) in the middle thirties lambasting communism. I don't let my Democratic politics get into my teaching, and I do not preach socialism and welfare states, and I don't let anybody tell me how to teach or what to teach. I hope that I'm a "frontier" teacher.

When I say frontier I think of early America, of rugged individualism of the American frontier. I believe in free enterprise. I believe in the "common learnings" because they are my name for the fundamentals. I believe that children learn best from experience. And I believe in using the best of modern methods because I believe it good business—and I'm in the business of teaching children as effectively as I can.

I'm 36, vet of World War II. I've taught core six years and have an M.A. degree. I'm a father with a young son, and I want my son to be taught by aggressive modern teachers who aren't afraid to do their darnedest to help him.

Now here is what disturbs me.

People who don't like public education and who let it be known by damning public schools as unAmerican and as inefficient in teaching *per se* confuse this classroom teacher, and after he is confused he thinks, and after he thinks he is mad, and after he is mad he gets scared, and after he is scared he wants to tell people the cold objective truth. He believes he knows about schools and teaching and children and teachers.

He works in a school system of professional teachers. Teachers in Oak Ridge come here because they are professionals. They come from 30 states or more. They represent scores of colleges and universities. They cut their teeth on teaching in scores of varied schools. They ought to give a cross section of teaching in America, if it can be found.

I've been in workshops with them, spatted with them, and have written nearly 200 personality sketches of my fellow teachers.

They love America. They're religious. They're not tools of any educational trust. They don't like communism. They teach American history and a veneration of American ideals. They work in churches. Some belong to veterans organizations, including the American Legion. They vote. They go to school in summer.

I pick up propaganda that says there are some "frontier" thinkers who want to make American children goose-step—and of course the propagandists then refute themselves by describing some of the darnedest "goose-stepping" I've ever heard of. They say we don't discipline the kids, and I always thought goose-stepping was discipline of the most intrepid sort.

They say, in this propaganda, that we destroy individualism and aim to produce unquestioning robots, but any parent who ever went to school to see his child and to help his child's class have a picnic knows there are no robots in modern American schools unless the teachers and principals are "traditional" as all get out.

They [the propagandists] say that the bosses of educational thinking aim to take children away from home and church—and don't stop to think that education for all kids didn't develop without the growth of the PTA. All the teachers I know spend hours figuring out ways to get Mom and Dad in on the planning and in the classroom if possible.

They don't like it because we talk about the "whole child." I wonder if they have ever tried to teach part of a child. I can't. Even when I'm teaching him an adverb, somehow I'm getting at him socially, emotionally, intellectually, sometimes even physically and spiritually. The only way I could ignore the "whole child" would be to goose-step him and nail his seat down and prescribe for him a "well thought-out curriculum."

They say John Dewey, William Kilpatrick, Harold Rugg, and "gang" are responsible for turning us to socialism and welfare states and reforming America. They say the schools are subversive and then hurry to point out that actually teachers aren't.

Anyway, so they say, we're tools of "frontier" thinkers who poison us and our books. The seat of this is at Columbia, so they say, where radicals are force-feeding us with ideas and attitudes.

That makes me chagrined, because all the time I thought at Teachers College I was being urged to be creative, to participate in discussion, to disagree, to do research on my own ideas, to learn by doing, to participate in community affairs, and not to depend on books completely.

I read John Dewey. I read Kilpatrick, Bode, Watson, Rugg, Newlon, and many others. I read the conservatives. I never once thought that any of these people intended to overthrow America and bring in the Communists and turn everything over to the government. In fact, they urged me to be different, to be individualistic, and to be critical.

We were led to express ourselves—not Moscow or John Dewey. Dewey, like us, wanted to perfect his teaching, and every professional teacher wants to do just that. We don't come out of the schools goose-stepping or making our children goose-step.

Even these "smearboys" of the typewriter know that the kids don't goose-step. In their articles they de-

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Mr. Waldrep is a teacher at Oak Ridge [Tennessee] Highschool. This article is reprinted, at the request of many readers, from the August 23, 1952, issue of School and Society.

scribe this sort of goose-stepping: ". . . instead of studying and learning, their offspring were allowed to express themselves any way they saw fit, like breaking the furniture, hitting their playmates over the head, or yelling and playing all day long if they had a mind to."

That is tommyrot. We don't do that. We'd go nuts and quit teaching if this went on. We can't stand that any more than parents can.

They say, too, that we don't teach them to think because we're too busy redesigning free society and economy into a socialist America—at the behest of the educational trust.

Our only designs have to do with the child in the classroom and making him get as much out of that classroom as possible. We do want to make America better, and we know that the America we love and our kids love can be better only by making kids develop and grow in all the ways of which they are capable. We even know that the only way to improve education is to improve the teachers. We don't believe that America can be improved except by methods of making better American citizens. We even think we have schools to make America better. We believe that taxpayers pay for schools to improve community, state, and nation. Socialism isn't even in the picture.

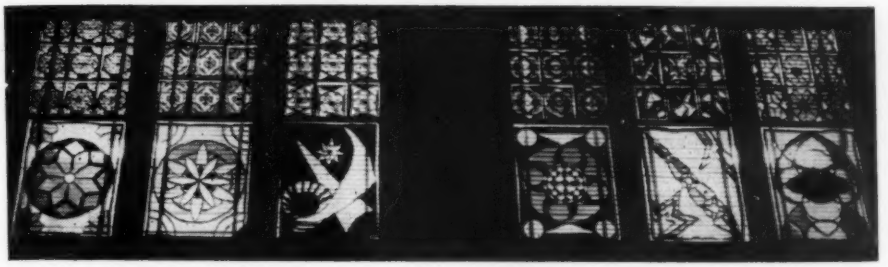
How can we get pupils to read, write, speak, listen, plan, think, and do? That is what we're after. And the job of administrators is to get teachers to teach—with all methods available—just those things.

Dewey has helped a lot. We needed his help. We need the help of all creative Americans along with Mom and Dad. That is frontier teaching. That's the way they do in frontier factories, frontier labs—and on Daniel Boone's trail. American frontier people believed in progress. Educate the kid, and he'll make a better America.

These attacks add up to the fact that there are people who really want to have a revolution in America—scare people to throw over the world's first public-school system, to use Hitler's way of destroying a nation.

But we in education believe in improving America by educating kids, by using all the know-how we can get from everybody—Mom, Dad, and Dewey. #

Design for Teaching Geometry



When geometry students used cellophane paper to make "stained-glass" windows for their classroom, parents requested that the room be lighted at night. Here, in a time exposure, is what passersby saw.

NINA OLIVER

"SEEMS as tho we ought to read a scripture when we come in here," said one of the boys in my geometry class. His comment was one of many reactions to last year's class "stained-glass" project.

The project began in October when a student suggested that we make colored designs for our classroom windows. From then until late in March, we spent some class hours and many after-class hours on our project.

Our first step was to measure the classroom's nine windows and reduce the dimensions to the size of notebook paper. This gave everyone a chance to get into the game of figuring ratios and proportions.

Next my three geometry classes selected a committee of about 10 students for each window. Each committee was to create the designs for its own window. Committee meetings were held in the homes of members.

By the deadline for submitting designs, we had more than 150 patterns—including rocket ships zooming into space, a Saturn with modernistic rings, and a stairway to the stars. After the creations had been exhibited, each committee eliminated all but two of its designs.

We then faced the problem of locating a translucent, durable, and inexpensive material with which to work. We chose a tough, light-brown wrapping paper as our basic item. Over this we put colored cellophane, fastened with scotch tape.

Each class elected a secretary-treasurer, who collected 10 cents from every student. A buyer in each class drew upon this fund to purchase supplies. Blue cellophane proved to be overwhelmingly popular, and—when a shortage developed—an order was rushed to Oklahoma City.

Construction of the designs included several tasks. First, the heavy paper had to be squared and cut; then, the designs had to be enlarged and drawn upon it. This involved more principles of geometry. For example, knowing that diagonals of a parallelogram bisect each other, students were able to find quickly the center of a large piece of paper.

The most tedious part of the project was cutting out the designs on the heavy paper with razor blades. To make the windows as attractive from the outside as from the inside, we covered both sides of the paper with cellophane.

Completion of the windows brought dozens of visitors to our classroom. We decided to hold open house, and—because our room is on a southwest corner—we chose the time between 4 PM and 5:30 PM. As the late afternoon sun streamed in, our project seemed more wonderful than ever.

The open house, with its refreshments and voting for the best design, was only the beginning. We had more than 400 visitors that day. Since then other classes have visited us. The local classroom-teachers association held a social hour in the room. Artists from all parts of Oklahoma, in Ardmore for an art festival, came to see the windows.

All this emphasized the public-relations value of the project. And we know it had other values as an opportunity for utilizing mathematical concepts and participating in group planning. #

Mrs. Oliver teaches mathematics at Ardmore [Oklahoma] Highschool.

How can the state develop a Future Teachers of America program for teacher selection? You'll find some glimpses of the Kentucky plan in these

Pages from an FTA Scrapbook

JOHN W. BROOKER
and LILLIAN LEHMAN

"WHAT made me decide to go into teaching? Well, that is a story about a thrilling exploration I made of the teaching profession, Aunt Alice. Of course, your example as a master teacher in the big city had always made me lean toward teaching, but I wasn't sure," Sally said as her visiting relative smiled at the compliment.

"I had conducted a pretty systematic search for a vocation during my last year in highschool," Sally continued. "Many of the kids had decided what they wanted to do, but I hadn't. So, as a part of my search, I decided to join the Future Teachers of America club at Center High to find out more about teaching."

"Yes," said Aunt Alice, "you wrote me you had joined a club that would give you an opportunity to test your teaching aptitude. I had hoped you would choose teaching, but I wanted you to make your own choice."

"When I started college I was pretty sure teaching was for me, so I joined the FTA college chapter. Let me get you our state FTA scrapbook and show you some reports and pictures of our FTA activities. I am state historian, and I've been trying to bring our history uptodate."

"Fine, I'd like to see your scrapbook," agreed Aunt Alice.

"Now, this is the constitution, a necessary, but nonappealing document in anybody's organization."

"Oh, I know some of these people," interrupted the experienced teacher, as she looked at the scrapbook.

"That's the FTA professional committee, appointed by the executive secretary of the state education association. The members of this committee are FTA counselors. Since they are successful teachers themselves, they are able to give us helpful advice and inspiration. This is our consultant; he is a member of the state association staff. FTAers are members of the state and national education associations, receive the publications, and are a vital part of both organizations."

"This is wonderful, Sally. I guess you and your college chapter are tempting everybody to take a chance at teaching, aren't you?"

"Oh no! Our program is one of selective recruitment. You must read the FTA article in last May's NEA JOURNAL. We are more interested in quality than quantity."

"This section of the scrapbook reads, 'Workshop Notes and Photographs.' Is there a workshop just for future teachers?"

"Yes, indeed, it is held annually on a college campus. This year the FTA national executive secretary, her assistant, and other prominent leaders representing various levels of education attended our state workshop. Here is the 11-page report. We invited college personnel, classroom teachers, administrators, staff members of the state association, PTA representatives, members of the state department of education, and, of course, representatives from local FTA clubs and chapters thruout the state."

"Who is this attractive girl?"

"That's the speaker at last year's state FTA convention. Her chapter won the national banner award that year. Our state FTA convention meets simultaneously with the convention of the state education association and includes a delegate assembly composed of one representative for every 10 members of local FTA highschool clubs and college chapters. Here is another picture made at the delegates' luncheon last year. Our convention is in session

Mr. Brooker sent us this article shortly before he died on August 17. He had served with distinction as teacher, administrator, and professional leader for many years. At the time of his death he was executive secretary-treasurer of the Kentucky Education Association. (See page 324 of the September Journal.) Miss Lehman is KEA director of professional services.

only one day, but it is certainly a full day!"

"Those experiences are wonderful for potential teachers; I wish I might have had similar ones," sighed Aunt Alice.

"This is a picture of last year's state presidents taken at the national FTA conference. Our state president was elected to head the national association of FTA. State and national associations pay the expenses of FTA state presidents to attend what is actually a training laboratory for leaders of professional organizations, and participants receive college credit for their work."

"Do you have any financial support from the state education association for your program?"

"Oh, yes, the association provides a budget of $350. We hope to work toward supplementing that budget as soon as we can. Some of our male FTAers are always facing our problems with the quotation, 'In the lexicon of youth, which fate reserves for a bright manhood, there is no such word as *fail*.' "

"Do many boys join FTA?"

"Yes, indeed, FTA is no hen party! Many of the most popular boys in college are FTA members."

"I see you have some Personal Growth Leaflets on this page marked 'Samples from Our Professional Library.' They really are good, aren't they? Does the FTA use them much?"

"Yes, copies are sent to every club and chapter. They surely do contain helpful facts and inspiration on every possible subject.

"Oh, and here is my picture and a record of the merit points I earned last year," continued Sally. "See, this tells about the merit-point plan. This year I will add to my merit points by teaching a fifth-grade class in crafts at the Playtorium—that is a part of the recreation program. I will also get merit points for serving as assistant Sunday School teacher."

"Your enthusiasm should inspire your pupils to learn," declared Aunt Alice as she turned to another page in the FTA scrapbook.

"I do hope I can inspire them to learn," replied Sally earnestly. "Horace Mann said, 'A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron.' And I certainly don't want to spend my days hammering on cold iron.

"Now this picture," Sally explained, "shows a radio cast giving a program for American Education Week. This year, in addition to our work for American Education Week, we want to plan an FTA state-wide observance of Horace Mann's birthday. We study biographies of famous educators and, of course, Horace Mann is one known by every FTAer. Did you know that our clubs and chapters bear the names of educators?"

"An excellent idea! But there are still many schools and colleges in the state that don't have FTA clubs and chapters, aren't there?"

"Yes, but I, like many other high-school graduates, looked around for a college that had an FTA chapter. Thru FTA I have learned definitely that I want to teach. And I have learned much about professional organization, ethics, and current educational problems. As FTA members, we are invited to take part on programs and give the students' point of view on curriculum, student teaching, professional standards, and many other professional matters."

"I am certainly convinced that this is a remarkable organization," Aunt Alice commented.

"Here are the pages for our state from the twelfth national FTA yearbook. Isn't this a fine record of professional activities? But we're going to do even better next year!"

"What are the area centers? This picture shows a college group as an area center."

"Some college FTA chapters—known as area centers—guide high-school FTA clubs within their areas. This program helps to integrate the high-school and college FTA groups. Oh, excuse me, Aunt Alice, while I answer the telephone."

The telephone call is an invitation to Sally to serve on the FTA scholarship committee—another of the many opportunities for an FTA member to gain professional experience that will make him a better teacher. While the experienced teacher waits for her vivacious niece to return, she recalls these lines written by Marian B. Craig:

"Oh, I am glad today that I may stand
Again within the walls of this glad place;
Dwelling once more in life's bright borderland,
A tenant in Youth's country for a space;
Holding awhile sweet Childhood by the hand—
Teacher of little Children, by God's grace!" #

DEBATERS

Early
In the year
Clementine
Learned to
Tell a debater
By just listening
Because
Debaters
Were always
Talking.
She never
Paid much attention
To the words
But
The volume
Often
Fascinated her!

Written and drawn by Ellen Shuart, Oak Park, Ill.; Ruth Danielson Davis, Madison, Wis.; and Marjorie Kircher of New York City.

Imprint of the Defense Effort

A SURVEY *of conditions confronting public schools today*

A NATIONAL program of the size of the recent and present defense effort is certain to leave imprints on the schools. From the lessons learned about the effects of World War II on the schools, we can reasonably expect certain developments that appeared then to be present now also.

To determine to what extent this is true, a questionnaire was sent in December 1951 to all school systems in cities 2500 and over in population. Replies from 1270 (29% of the total) provide the basis for a comparison of 1951 information with that of 1949 on pupil personnel, school housing, school finance, teacher personnel, curriculum and school services, and relationships between the public and the schools.

Enrolments Increase

Increasing school enrolments have tended to intensify many of the problems facing school administrators. In the city systems reporting, 9% more children were enrolled in elementary schools in December 1951 than in December 1949. At the highschool level, the increase in enrolment was 4%.

While enrolments increased, school attendance in relation to school enrolment has suffered. In 758 cities of all sizes, absences from elementary schools increased 11%. At the highschool level, absences increased 16%.

To accommodate the needs of highschool students, more than half the cities reported an increase in the number of work permits granted. Also relatively more permits were issued by the school systems in larger cities than in smaller cities. The total number granted increased 73%.

Morale Good and Bad

Fifty percent of the respondents indicated that pupil morale had improved, while 12% said morale had grown worse. This condition of lowered morale in a minority of school systems was described as a "don't-care" or "what's-the-use" attitude among the older boys. Overcrowded facilities were another contributing factor to lowered morale.

Building Shortage

Thirty-six percent of all respondents indicated that overcrowded school buildings were a serious problem. Prospects for alleviating this condition in the near future are not hopeful. In December 1951, construction on school-building projects under way in 162 cities had virtually ceased. Three-fourths of this stoppage was the result of the materials shortage.

Forty-seven percent of the administrators believed that needed buildings could not be started. They listed as reasons: lack of necessary funds, 41%; shortage of building materials, 34%; and a combination of shortage of funds and building materials, 14%. Thus, the two reasons together accounted for 89% of the anticipated trouble. To the extent that building materials have become available, the problem has been solved. However, the difficulty in obtaining funds remains.

To be sure, when classrooms are counted, communities have made progress in meeting their school-building needs. Three-fourths of the school systems had more classrooms in use in 1951 than in 1949—an increase of 7% in the total number. Furthermore, the rate of classroom completion as well as the amount of construction underway was greater in 1951. Thirty-seven percent more classrooms were giving their first year of service, and facilities under construction were 154% greater.

Even with all this construction, the final solution to the problem is not yet in sight. Allowing for completion of all the classrooms under construction, the urgent need for additional space was 35% greater in 1951 than it was in 1949. The total number of pupils housed in temporary buildings increased by 16%.

Altho problems of financing school-building construction are not easy, communities are putting forth a vast effort to cope with the difficulties. Fifty-six percent of the school systems spent more for capital purposes in 1951 than in 1949. In these two years, the increase in the total amount of capital outlay was 34%.

Bond and Tax Elections

State statutes commonly require approval by the electors of a school district before bonds to finance the construction of school buildings can be issued. During the two-year period, school-bond elections were held in 36% of the districts. The rate of passage decreased slightly from 91% for the elections held in 1950 to 88% for the elections held in 1951. No city of over 100,000 population that reported elections held experienced a loss. However, in cities below 5000 population, 18% reported election losses.

Similar to statutory provisions for school-bond elections are the provisions in about a dozen states that require voter approval to give the schoolboard authority to increase the rate of general property taxation for current operating expenses. One out of four school districts held one or more school-tax elections. About one-third were held in 1950 and about two-thirds were held in 1951. Yet in each of the years the rate of passage was better than 90%.

Current Expenditures Increase

The increase in expeditures for the current operation and maintenance of schools is practically universal. Total current expenditures went up 20%. In most cases, these increases were borne by the local communities and the states. Two out of three cities had higher tax rates in 1951, and four out of five received a greater amount of state aid.

There is little doubt but that the problems of school finance weigh heavily upon school administrators. One in five who commented expanded on the situation in his community. A typical remark was: "How can taxes provide enough money for adequate salaries and essential construction?"

Teacher Personnel Problems

Problems of staffing schools are a vital concern in many communities. Thirty-nine percent of the administrators expressed difficulty in finding qualified teachers to fill vacancies. A scarcity of substitute teachers was reported by 34%.

As a direct consequence of the increase in elementary-school enrolments, three-fourths of the cities had a larger elementary-school teaching staff in 1951 than they had in 1949. The total number of elementary-school teachers increased 8%.

Unfortunately, some of the developments were not in the direction of furthering the best educational interests of the children. Resignations in the six-month period from July 1 to December 31, 1951, were 19% greater than in a similar period in 1949. Moreover, a substantial increase in the number of vacancies for which teachers were being sought was reported.

In spite of teacher unrest due to inflation and overcrowded classrooms, the preponderance of school systems experiencing improved morale over a loss in morale was four to one. Also, nearly half the communities indicated a wider participation in community affairs on the part of the school staff.

Some other changes occurred that were beneficial. The low proportion of men on school staffs has been regarded with concern by some educators. That four out of five school systems engaged a larger number of men comes as good news. The total number of men increased 14%. A second development, regarded as favorable by many individuals and professional groups, has been the further weakening of the traditional ban against employment of married women as teachers. Their number increased 14% in two years.

A third short-term trend that indicates progress toward the better was a 21% decrease in the number of teachers holding emergency certification. This accomplishment in the face of a growing teacher shortage gives substantial confirmation that the many efforts to upgrade teachers who are in service and reemploy only fully qualified teachers have been worthwhile. Almost twice as many administrators reported a decrease in the number of teachers holding emergency certification as those that reported an increase.

Curriculum Changes

At least three-fourths of the school systems have made adjustments in the curriculum. Changes listed frequently were: increased tempo in course-of-study revision, 36%; increased emphasis on first aid and safety, 35%; increased attention to extracurriculum activities, 28%; increased emphasis on vocational work, 26%; marked increase in the program of physical education, 26%; and more all-school assemblies and special programs, 24%. Schools in larger cities tended to emphasize instruction in first aid and safety more than did the schools in smaller cities.

On a question on introduction or significant expansion of certain school departments and pupil services since December 1949, of the school systems reporting: 34% reported guidance work; 30%, first-aid classes for teachers; 26%, lunchroom services for children; 22%, provisions for adult education; 18%, pupil transportation; and 16%, civilian defense instruction under the direct auspices of the schools. Practically no school services have been discontinued. Significantly, the heavy emphasis that larger cities placed on instruction in first aid and safety was true also of first-aid classes for teachers and civilian defense instruction.

Further details on this study will be found in "The Effects of Mobilization and the Defense Effort on the Public Schools," October 1952 *Research Bulletin*, NEA Research Division. Single copies, 50¢.

Administrative Adjustments

Widespread adjustments in the administration of schools have not been made. For example, virtually no schools have made major shifts in the school calendar nor have they instituted plans of individualized acceleration for students. The only major change—in 37% of the communities—has been a greater use of school buildings for purposes other than day-school programs.

Public Relations

Presentday school administrators want to know what the public thinks of the schools, and the public does not hesitate to give its views. Usually the criticism offered is constructive, but not always. About one-fifth of the administrators reported disturbing attacks on the schools. Of these 225, 44% reported that selected members of the professional staff were the chief target of attack; 37%, high cost of education; 32%, alleged failure to teach the three R's; 28%, alleged weakness in discipline; 24%, textbooks said to contain improper materials; and 22%, practices characterized as "progressive education."

On two of the charges, a considerable difference of emphasis between groups of cities was apparent. Textbooks were criticized in all cities over 500,000 population that reported charges, whereas criticism of textbooks was relatively infrequent in cities below 10,000 population. In smaller cities, attack was more likely to be directed at individual members of the professional staff than any other single target.

Increased demands on the schools by the community were reported as serious by 22% of the administrators. Yet some superintendents found that an activity such as instruction in civilian defense, properly handled, has promoted a mutual feeling of accomplishment and goodwill between school and community.

In general, community regard for education is at a high level. Of 720 communities that noted a change, 663 indicated that their PTAs were more effective than they were two years ago. An even higher number, 747 out of 798, reported greater public interest and support of the school program.

Undoubtedly, some of the conditions revealed by this survey can only be regarded as detrimental to the educational wellbeing of many children. On the whole, however, local communities have shown a real determination and a remarkable adaptability in meeting the problems associated with the defense effort.

—VICTOR O. HORNBOSTEL, *assistant director, NEA Research Division.*

An idea whose time has come!

HOMES *for* RETIRED TEACHERS

at our great universities

HENRY S. CURTIS

WE ARE living 15 to 20 years longer than our fathers did. Our population over 65, which was three million in 1900, is now about 12 million. Our civilization has not yet learned how to adjust to these changed conditions. Fifty years ago we were 60% rural, and when father was no longer able to work the farm, one of the sons usually took his place. Father and mother continued to assist with their advice and the small chores of the house and the garden. Farm houses were usually large, and father and mother could easily be accommodated.

Conditions are different today. Our population is now predominantly urban, and sons and daughters often move to other states and other trades as soon as they are thru school.

I am myself a perfect example of the situation. I am 82 years of age. My wife died six years ago, and I am living alone and having all my meals by myself. I am often very lonely. Each of my children has asked me to live with him or her. But my son in Cleveland has four small children and no room to spare. My daughter in Washington has three small children and a house that is fully occupied. My daughter in Los Angeles is in a similar situation.

No one of them has the room or the quiet that an old fellow like me requires, and there would be nothing for me to do. For I could not hope to be of much assistance to my son in his work with disabled soldiers or to a son-in-law who is an aviation expert or to my other son-in-law who is a machinist. My children feel very uncomfortable about this situation, but there is nothing they can do about it.

The North and the South built homes for veterans of the Civil War, as we probably shall for veterans of World Wars I and II. Without our schools and teachers, we would scarcely rank as a civilized country. The state therefore owes an obligation to the teacher who, far more than the soldier, is the real representative of America.

Every state could build homes for its retired teachers, without any expense to its taxpayers. India has recently built a series of cities along her border for her former citizens returning from Pakistan. She expects stores, factories, and homes to be rented or sold for enough to repay the original cost. Our progressive cities for decades have been tearing down slum sections and building model houses in their place. This has often been a profitable venture.

The problem of a home for teachers here in Michigan is yet simpler, because their pensions are sufficient to cover current expenses and amortize the original cost.

Would Teachers Wish To Go?

But you say, "The teachers might not wish to go to such a home." You meet Miss Jones on the street and you say to her, "Would you like to go to a home for teachers when you retire?"

Very likely she would reply, "Certainly not. To sit around and twiddle my thumbs?"

You meet Mr. Adams and you say to him, "Mr. Adams, would you like to go to a home for retired teachers when you are 65?"

He very likely would reply, "I have my own home and wife here. I am a member of the Methodist Church and the Rotary Club. I belong here."

Now Miss Jones has refused, because she has no idea of what we are proposing. She is thinking of a poor house or an old folks home. Mr. Adams, on the other hand, has refused for reasons that we all respect. There is no thought that all teachers should go to a home when they retire, but if 1% of the 40,000 Michigan teachers wished to go, that would be 400—enough to fill a large home. Detroit alone has more than 2000 retired teachers.

There are over 500 private homes for old people in Michigan and 550 in Florida. Probably about the same proportionate number would be found in every state. But these private homes, for the most part, are merely rooming houses that give board, sometimes with nurse service. Tho teachers might not care to go to them, the rapid development of such homes can be understood only as the expression of a real need.

The concept of a home for the aging is "an idea whose time has come." Nearly all of our larger churches are now establishing homes for their aging members. The Odd Fellows, I understand, have a home for their veterans in nearly every state. There are homes for the Masons, Elks, Moose, and other fraternal orders. Homes for carpenters, conductors, printers, and several other trades are either in operation or being built at this time.

It seems strange that an educated group like the teachers should lag behind the other trades and professions in making such provisions for their retiring members.

I presume that many of us, like Miss Jones, have in mind a home for the aging that is a sort of prison where the inmates are permanently located. Our county poor houses and private old folks homes are much that way. On account of poverty, infirmity, or the location of the home, it is often impossible for the residents to move about. But in the home I am speaking of, the residents would be as free to go out to swim, play golf, or picnic as tho they were living in their own homes. If they

wished to have dinner with a friend or to have a friend in to dinner, they would be quite free to do so. Likewise, they could go out at any time to spend a week or a month with their children, or could have a friend or their children in at any time to visit them.

What Sort of a Home?

The home might be built like a dormitory on a college campus to hold 300 to 400 teachers. But I would prefer a central building on campus to hold the offices and special rooms and perhaps 150 teachers. Around this building, apartment dwellings would house about 50 teachers each. Most of the rooms should be singles with bath; some should also have grills and refrigerators. An adjacent arts and crafts building would be desirable. In the basement should be an automatic laundry and a bank grotto with strong boxes.

A certain proportion of the rooms would be for visitors to the residents or for teachers who wished to stay at the university for short periods. These rooms would constitute a *teachers hotel*. They might be considerably cheaper than rooms in commercial hotels and still yield a profit to the home.

In the central building there should be an auditorium, two or three club rooms or classrooms, parlor, library, music room, infirmary, kitchen, dining room, and offices for the superintendent, business manager, doctor, nurse, and employment director. There should be from five to 10 acres of ground (near the university and on a good bus line) to provide for gardens, suitable games, and parking space.

Many teachers have cars, which they would doubtless wish to bring with them, as driving is often a main form of recreation. There would also be many visitors with cars. However, the home should have one or two buses of its own and one or more cabs for reasonable hire.

In the auditorium there might well be lectures, plays, concerts, motion pictures, and television. Church services might also be held there. The club rooms would serve for visiting, card games, and meetings of dramatic, literary, debating, and other clubs. The residents should feel that the home belongs to them even tho it is a selfgoverning unit of the university. It would be up to them to make it a success.

Much would depend on the person in charge. He must like old people and have the ability to develop friendliness and cooperation. It would be difficult to find such a person. The social qualities required would be much the same as those demanded for the head of a social settlement, but he would need organizing ability, which is somewhat more exacting.

I can illustrate this need from the case of a friend of mine. He was a brick mason, but he fell and broke his hip and later contracted TB and was taken to the county infirmary. The woman in charge regarded her job as running a boarding house. She kept the place clean and orderly, but she took no interest in the patients. My friend once said to me, "This place is hell."

After some 20 years my friend was removed to a convalescent home. The lady in charge was a trained nurse, who took an interest in all her people. The room and furniture were no better than at the infirmary, but you noticed a different spirit as soon as you came thru the door. There were five beds in the room where my friend was. It was a wholly unattractive room, but everyone smiled whenever an attendant came in, because he or she had a pleasant word for everyone. I was there at lunchtime. It was a meager meal, but my friend said, "This is my home. If I had a million dollars, I would not wish to go to any other place."

Can Teachers Afford To Live in a Retiring Home?

The teachers from the public schools and teachers colleges of Michigan with 30 years' service, for example, are drawing pensions ranging from $1000 to $2100 a year, with the average pension somewhere between these two amounts. Room and board in the dormitories of the University of Michigan range from $650 to $750 for the school year or $910 a full year for a single room and board.

But the teachers home would have a number of features that are not found in the dormitories, so we may expect the cost would be not less than $1000 a year.

Since there would be incidental expenses besides board and room, the payment of $1000 a year might work a hardship on some teachers unless there were a way to reduce the cost or to increase their income.

There would be many ways that teachers might reduce the cost: Some might wish to furnish their own rooms. Most would be glad to care for them. Some teachers with a room with grill might prefer to get some of their own meals.

There would probably be opportunity for some teachers to increase their income by working for the home two or three hours a day. If an arts and crafts building were in the plan, it would make possible the production of many artistic articles that would find a ready sale. Writing and painting might also produce additional income for some. Perhaps

"May I reserve a room?"

A BRIEF statement in THE JOURNAL for April 1952 referred to Dr. Curtis' proposal for homes for retired teachers. Interest was so great as to encourage this more detailed presentation of the idea. Dr. Curtis writes that letters have come in from all parts of the country. "My first letter was from Indiana. The teacher said she was 46 years old and would retire in 14 years. Could she reserve a room, beginning in 1966? . . . I have gone over this proposition in detail with the president and retiring president of the University of Michigan, with the two vice-presidents, with the deans of education and journalism, and many of the other deans. They all feel that the idea is practical, and that if it is once started at one of our great universities, it is sure to spread to others."

Dr. Curtis at 82 is a nationally known authority on retirement problems. As an expert in the field of recreation, Dr. Curtis taught at Cornell, Columbia, and Harvard, and was organizer and first secretary of the Playground Association of America and director of physical education of the State of Missouri. He is father of the Huron-Clinton Metropolitan Authority in Michigan, which is creating a network of parks and parkways along the Huron and Clinton Rivers. His address is 1100 Hill Street, Ann Arbor, Michigan.

in some cases relatives would be glad to furnish an allowance to increase residents' incomes.

Why at a Great University?

The first advantage of a university location is that it represents a cultured community, where libraries and nearly every form of education and recreation are always available. One may hear a talk by an authority or a concert almost any day.

There are at least three different kinds of courses that some teachers would wish to take. Many might be given at the home itself.

The *first* type is concerned with what we can do with the years after we retire. Courses of this type would deal with activities and problems—including health—of the later years. Such courses are now being given by some of the larger industries to their retiring employes.

At present the later years are largely thrown away by most of us without yielding any profit to us or to the community. They are often thought of as periods of leisure when one is free to choose what, if anything, he wishes to do. But it is hoped that these years will not be entirely given to reverie and memories, for periods of idleness are often more boresome and detrimental than periods of hard work.

These years offer the leisure for a life of real service. Plato says in *The Republic* that the citizen should retire from his particular occupation at 50 and devote himself thereafter to the welfare of the state, an ideal no less appropriate to our era than to his.

The teacher retiring on a pension would probably prefer to continue to render some service to society. Gerontologists agree that we must be active both mentally and physically and must be performing useful work if we would be happy and live long.

The members of a teachers home would have many talents and skills which could be used to benefit the community. There would be teachers of half a dozen different languages and as many different sciences. Teachers from the trade schools would represent nearly every trade and craft; the teachers from the schools for adults would be skilled in many household arts. Nearly every talent and skill in the community would be represented; there would be scarcely any local need in which some teacher might not offer expert assistance.

Many of the services mentioned would be recompensed, but there are also many opportunities calling for uncompensated service. All the residents of the home should be urged to join local churches and clubs and take an interest in local affairs.

Some might teach classes in the Sunday School or serve on committees in connection with local churches and clubs; others might go out as social visitors for churches, hospitals, or welfare agencies. Then there would often be an opportunity to serve in connection with the sick or feeble members of the home itself. Those with cars could offer pleasing outings to the shut-ins. Better a home of service than a house of memories.

A *second* type of course at the university which many teachers would choose would be short courses of vocational training. A teacher on pension in Michigan cannot receive more than $600 a year or 60 days' pay in another public school position, but he may earn three or four thousand in an insurance or other business office. Many teachers would not wish such strenuous work, but others would enjoy such ventures in the business world.

A *third* type of course would offer opportunity for retired teachers to continue their education in subjects in which they have a special interest —history, literature, journalism, art, and music.

How Is Such a Home To Become A Reality?

There are a number of ways:

[1] It might be built by an insurance company or any other building organization as an investment.

[2] It might be built by the university in the same way it builds its dormitories.

[3] It might be built by the teachers themselves, as the home for active teachers in Omaha is being built.

[4] It might be built by any large city, just as it builds its model tenements.

[5] It might be built by the state or the nation as a part of the public-school system.

[6] Best of all, it might be built by some broad-minded giver or foundation to initiate a great movement.

A Teachers' Foundation

My friend in the convalescent hospital receives $20 a month from the bricklayers' union. Teachers are surely as much interested in the sick or crippled members of their profession as the bricklayers are in their fellow masons. But, so far as I know, there is no such fund, much to the disgrace of the teaching profession. Such a fund—perhaps raised and administered by a teachers home—is needed to make loans to teachers in emergencies, such as illness.

The fund might be created from a number of different sources. There are many single teachers without dependents who might wish to will any residual property to such a fund, as would many who have passed a number of happy years at the home. And there would surely be other gifts, if such a fund were started and made known to those interested in education.

The Seattle home for retired teachers, which is only a few years old, has already received gifts of several thousand dollars. The Community Home at Penney Farms in Florida, which is mainly for ministers and teachers, is receiving such gifts every year, as are all the church homes of my acquaintance.

Advantage to a University

If a teacher plans to retire to a home at a university, he will be thinking and speaking frequently about the university home. Later, after he has gone to the home to live, he will be writing to friends in his old community about the university home. These personal references over the years to the university home will undoubtedly help the university's public relations and will very likely help with appropriations. Such a home could call the attention of the teaching world to the university sponsoring it.

If at any time all the rooms in the home were not required by the retired teachers, the university could take them over for its graduate students or its junior faculty. Retiring teachers who are also alumni would be eager to return in this way to their alma mater, and the home might thus become the center for many forms of alumni operations.

Furthermore, the home would be the natural laboratory of the departments of gerontology and education.

Advantage to the Community

As indicated before, such a home would serve the community as a great welfare agency. It would be a social-savings bank, on which the community might draw in an emergency for almost any temporary social or industrial need. In this bank would be teachers, librarians, nurses, and from the commercial and industrial highschools representatives of nearly every trade and profession.

If the schools should need a teacher; the library, a librarian; the hospital, a nurse; a parent, a tutor or baby-sitter; or a business office, a secretary, they could call the employment office at the home. The value of such a social-savings bank seems to me so great that every city of a million inhabitants in the country should see to it that its teachers have such a home.

Advantage to Active Teachers

To the teachers in service the home would offer an attractive and reasonable place to stay whenever they visited a university or city where a teachers hotel had been established. All thru their years of teaching the home would offer the prospect of pleasing times to come; knowledge of the home would take away much of the dread of old age. The home's emergency fund might be called on for relief by the active teacher in all kinds of need.

The homes might tend to set salaries and pensions in every state. The standard might well be salaries and pensions sufficient to maintain the retired teacher in such a home.

Support of General Public

The teachers who are coming up to retirement should have a rather special appeal to the public-spirited. They have given their lives in a very special way to their country, not by dying for it, but by living for it and serving it. They have determined the sort of country we have now and the sort of country we are to have 20 or 50 years hence. And they can make additional contributions to our society if they are given opportunity. Public-spirited individuals would undoubtedly help support such a worthy project. #

Claustrophobia Educatus

or Life Ends at 40 — Children

A PSYCHO-EDUCATIONAL hush settled menacingly upon the Out-of-Patience Clinic. Dr. N. E. Aay, psychiatrist and chief diagnostician of Schoolview Hospital, admonished his staff, "Sit up tall, gentlemen. We have a neuro-psychotic 'R' in our curriculum—ranting. The symptoms are varied. The age range is wide. The cause is undetermined altho it looks like space-itis."

"Well, if it's space," eagerly advised Dr. Taxcutter, surgeon, "why don't we remove it? Could be an emergency!"

"Not so fast there with the scalpem," warned Dr. Parent, pediatrician. "You always want to operate without taking a complete pupil count."

"I agree with Dr. Parent," boomed Dr. Newspaper, X-ray technician (who specialized on inside stuff). "Let's look at the facts first."

"Agreed, gentlemen," interrupted Dr. Aay, stroking his long departmental beard. "Let's have some of the patients brought in, but be sure to good-humor them. All are seriously disturbed, with few academic moments."

"Disorderly," Dr. Aay ordered the attendant who was loaded with comics, pistols, flying saucers, and other sedatives, "bring in Case 1B, the one with the 49 bottle complex."

In overdue time 1B teacher appeared, moaning plaintively to the blues of a pop commercial, "49 kids packed against the wall; but all their unique little personalities must be respected or the mental hygienists will put up a squall!"

"Sad case," lamented Dr. Aay. "Such a pretty girl and only her second year out of teacher training. Such a puzzling case, too, because of the abrupt change in her behavioral pattern. Why, at the laboratory school they say that she handled 19 children well, and with only two assistants!

"Next is Case 3A, Mary with a Contrary fixation."

"No, no, no," shrieked eight-year-old Mary as she was dragged in. "I won't, I don't. . . . Everyone says 'no' to me so I say 'no' to them. . . . No room to stick out my legs so I stick out my tongue."

"And a very nice red tongue it is," observed Dr. Taxcutter, with anatomical appreciation.

"All a projection, however, of her chronic negativism," interjected Aay, the analyst. "No biological predisposition either—her father doesn't open his mouth. Her mother reports that Mary even lies crossways in bed since entering school this year. Mary complains there are so many children in her room that she never gets to recite, that Miss Bewildered calls her 'Marian' part of the time and blames her for Mabel's misdemeanors."

"Just children being children," philosophized Dr. Carefree, the anesthetist. (Dr. Carefree was frequently in a coma and was, therefore, not much of a conversationalist.)

"However, just because children react normally to their environment doesn't necessarily make that environment good," argued earnest Dr. Parent. "The awful truth remains that Miss Bewildered can continue to transmit her bewilderment as long as we don't unbewilder her."

"Perhaps," agreed Dr. Aay, "there exists a critical ratio between the teacher and the number of children in a class beyond which both children and teachers explode."

"If it's critical, let's operate," Dr.

A satire by

LOUISE BRUMBAUGH

Miss Brumbaugh is school psychologist, School City of Fort Wayne, Indiana.

Taxcutter said enthusiastically. "Maybe we could take out the ratio."

"That's part of the trouble, you *have* taken out the ratio," reminded Dr. Newspaper, who had clippings to prove his point.

"Shall we examine the next case, gentlemen?" queried Dr. Aay, trying to pull the group together. (A tough job, even for a psychiatrist.) "Or, rather, since our patience is running out (he consulted his alarmed clock), perhaps I'd better summarize:

"There's the case of Teacher K-g-n who has the Young Mother Hubbub obsession. She keeps muttering about going to her cupboards and finding none of them bare. Do you notice, gentlemen, that there appears to be a Grim Fairy Tale motif running thru the pattern?

"Probably our most violent loco is a school psychologist who went completely berserk last Friday afternoon following her futile attempt to test a child in Wedgie School between Highways 66 and 99. On a free association test, later, her responses to the stimulus phrase, 'pieces of mind' were 'song flutes, P. A. announcements, magazine drive, bomb drill, clothing collection, hot lunch, truck traffic, speech therapy, essay contest, Be Kind to Misplaced Persons Week.' Occasionally she yells, 'How can I get 'em projected when they keep me dejected?' "

"Obviously no hope for the psychologist," sighed Dr. Aay, "but what of the others? And how shall we describe this syndrome of strange outbursts related to too many children in too small a space?"

"I'd suggest 'Claustrophobia Educatus,' " volunteered Dr. Carefree. "It's bound to impress some people and mystify others."

"And I've a temporary prescription for easing pupil bulge," offered Dr. Parent. "I recommend that:

"[1] All classrooms be equipped with protruding windows, distended walls and swinging doors.

"[2] All children wear plastic clothes well-greased to facilitate packing.

"[3] Fresh children be salted down: plump ones shrunk.

"And as a preliminary step toward the permanent cure of space-itis compel every adult to take complete charge for one day of the learning and behavior and personality development of 40 kids!" #

Free or Inexpensive

UNLESS otherwise indicated, obtain government publications from the Superintendent of Documents [Supt Doc.], Washington 25, D. C. Make money order or check out to the Superintendent of Documents; do not send stamps. **Order other items from addresses given.**

Bibliographies

Let's Have Fun! compiled by Melvin Markert and Harry Matz. Bibliography of free and inexpensive materials for parties, games, and similar activities. Mimeo. 1951. 10p. 25¢. Curriculum Laboratory, Teachers College, Temple University, Philadelphia.

Motion Picture Discrimination by Edgar Dale and John Morrison. Annotated bibliography of significant ideas on motion-picture discrimination. 41p. 50¢. Bureau of Educational Research, Ohio State University, Columbus.

Selective Bibliography—Historical Effects and Implications of Atomic Energy by L. Cornelius Longarzo. Annotated bibliography on atomic energy. Mimeo. 1951. 15p. 50¢. New York Committee on Atomic Information, Inc., 39 Broadway, New York 6.

The High School Librarians Choose the Best Books of '51 for Their Readers. Annual list of books selected by highschool librarians in Baltimore, Md., for students. 7p. 10¢. Order from Supervisor of School Libraries, Dept of Education, 3 E. 25th St., Baltimore 18.

Civil Defense

Annotated Civil Defense Bibliography for Teachers. Bibliography of materials for use in civil-defense planning and teaching in schools. 1951. 28p. 20¢. Order from your state director of civil defense or Supt Doc.

Civil Defense in Schools, prepared by the Federal Civil Defense Administration. Guide for organizing and operating programs for the selfprotection of schools. 1952. 31p. 15¢. Supt Doc.

For the Classroom

School Calendar, Sept. 1952-Aug. 1953, Indicates holidays and other dates important in planning the school year. Includes Citizenship Day, United Nations Week, and American Education Week. 10¢. Community Relations Service, 386 4th Ave., New York 16.

Areas of Research Interest in the Language Arts, prepared by a committee of the National Conference on Research in English, Nila Banton Smith, chairman. Brief summary of research findings in language arts, with suggestions for further studies needed. 1952. 36p. 65¢. Natl Council of Teachers of English, 211 W. 68th St., Chicago 21.

How To Make Paper by Hand. Packet containing step-by-step directions and materials for making paper by hand. 1952. 12p. 25¢. Educational Service, Hammermill Paper Co., 1581 E. Lake Rd., Erie 6, Pa.

The Chalkboard, prepared by Waldemar Gjerde. Suggestions for wider and better use of the chalkboard. Annotated bibliography. Mimeo. 1950. 15p. 25¢. Business Office, Iowa State Teachers College, Cedar Falls, Iowa.

The Primary School. Stop! Look! Evaluate! Evaluation of philosophy and practice in today's primary school. Bulletin No. 61, 1952. 48p. 75¢. Quantity discounts. Assn for Childhood Education Internatl, 1200 15th St. N.W., Washington 5, D. C.

Using Current Materials To Study Current Problems by Jean D. Grambs. Resource guide for social-studies teachers. Shows how current materials can be used effectively in the classroom. 1952. 32p. $1. Stanford University Press, Stanford, Calif.

Dependent Children

Children Who Never Had a Chance by Lucy Freeman. Results of insecurity and deprivation in childhood; facts on the need for aid to dependent children; how everyone can help. Public Affairs Pamphlet No. 183, 1952. 24p. 25¢. Quantity discounts. Public Affairs Pamphlets, 22 E. 38th St., New York 16.

International

Better History Textbooks. Report and recommendations of 1951 UNESCO seminar on history-textbook revisions and improvements needed for international understanding. 29p. 10 copies for $1. Columbia University Press, 2960 Broadway, New York 27.

The Price of Peace. Symposium of broadcasts wherein spokesmen for 13 countries discuss what they think must be done to achieve world peace. 1951. 53p. 25¢. Internatl Documents Service, Columbia University Press, 2960 Broadway, New York 27.

World's Favorite Recipes. Over 100 tested dishes from the UN. Edited by American Home Economics Association. Harper and Brothers, 49 E. 33rd St., New York 16. 59p. 60¢ per copy in quantity. Retail price $1.

Human Rights Handbook

The UN Declaration of Human Rights, a handbook for teachers by Howard R. Anderson and Howard H. Cummings. Clarifies the text of the Declaration, indicates progress in attaining its goals, and shows what remains to be done. For use with highschool classes. 1951. 31p. 15¢. Supt Doc.

Radio Book Quiz

Between the Leaves, prepared by Isabel Rilla. How to prepare and present a radio book quiz for children. 1951. 12p. 15¢. Quantity discounts. American Assn of University Women, 1634 I St. N.W., Washington, D. C.

NEA Activities

Classroom Teachers To Meet

LOCAL associations should begin now to make provisions in their budgets for sending representatives to regional meetings of the NEA Department of Classroom Teachers:

Southeastern Region—Nov. 14-15, Savannah, Ga., [DeSoto Hotel]. States included: Ala., Fla., Ga., Ky., Miss., N. C., S. C., Tenn., Va., W. Va., Puerto Rico.

South Central Region—Feb. 6-7, Lincoln, Nebr., [Lincoln Hotel]. States included: Ark., Kans., La., Mo., Nebr., Okla., Texas.

Northwestern Region — Mar. 13-14, Seattle, Wash., [Olympic Hotel]. States included: Idaho, Mont., Oreg., Wash., Wyo.

Southwestern Region—Mar. 19-21, Las Vegas, Nev., [Last Frontier Hotel]. States included: Ariz., Calif., Colo., Nev., N. Mex., Utah.

North Central Region—Apr. 24-26, Chicago, [Morrison Hotel]. States included: Ill., Ind., Iowa, Mich., Minn., N. Dak., Ohio, S. Dak., Wis.

Northeastern Region — May 1-3, Swampscott, Mass., [Ocean House]. States included: Conn., Del., Maine, Md., Mass., N. H., N. J., N. Y., Pa., R. I., Vt., D. C.

Function of Music in Highschool

"THE Function of Music in the Secondary Schools" is the theme of the November *Bulletin of the National Association of Secondary-School Principals.* Preparation of the bulletin content was a cooperative project of the NEA departments, NASSP and the Music Educators National Conference.

In question-and-answer form, the publication discusses questions and problems relating to music in general education. $1.50. Order from NASSP or MENC, NEA.

New Tours Scheduled for 1953

THE NEA Travel Division will operate two new tours next summer.

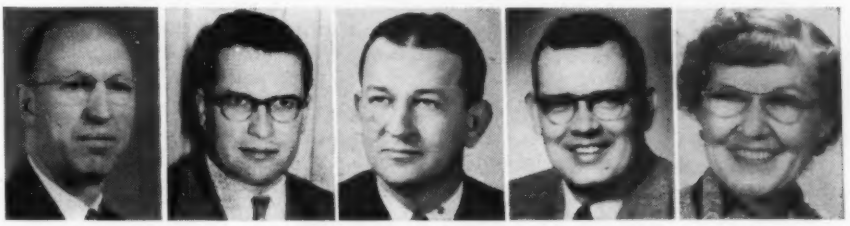
One—to the Great Lakes Region—will emphasize the steel industry, the pulp and paper industry, and forest conservation. Tour members will study the steel industry from mining to automobile assembly. They will also observe the operation of large cooperatives and learn more about cooperatives in the American scene.

Colonial America and Contemporary Government is the second new tour. Tour members will visit important historical sites in New England and the Middle Atlantic States—from Plymouth thru Boston to Jamestown. And in Washington, officials in the three branches of our government will assist in interpreting government operations, giving an intimate, behind-the-scenes view of the government in action. The peculiar nature of the government of the District of Columbia will also be studied. In brief, this tour will present to the participating teachers an understanding of the formation of the US government as well as of government in action today.

NEW NEA DIRECTORS NAMED

Winona Montgomery, ARIZONA — David Conley, CALIFORNIA — Mrs. Palmer Petteway, FLORIDA — Joe L. Gettys, IOWA — Clinton Thurlow, MAINE

Albert Seeliger, NEVADA — Mabel McKelvey, NEW HAMPSHIRE — Lena M. Porreca, NEW JERSEY — John P. Steiner, NEW MEXICO — Margaret Perry, OREGON



David H. Stewart, PENNSYLVANIA — V. L. Hershey, SOUTH DAKOTA — Dana Williams, TEXAS — J. Alden Vanderpool, WASHINGTON — Nan Temple Davis, WEST VIRGINIA

Photo Credits: David Conley, *Staton;* Mrs. Palmer Petteway, *C. Verne Klintworth;* Clinton Thurlow, *Jackson-White;* Nan Temple Davis, *Douthat.*

Community-School Conference

THE Northwest Regional Conference on Administrative Leadership Serving Community Schools will be held at the Hotel Davenport in Spokane, Wash., Nov. 16-18. The conference, sponsored jointly by the American Association of School Administrators, the NEA Department of Rural Education, and the National Council of Chief State School Officers, has as its theme, "Educational Horizons for Community Schools." School administrators from Idaho, Montana, Oregon, and Washington will attend.

Among the problems to be discussed will be the development of educational policies, the provision of educational services for exceptional children, curriculum development, budget preparation and financial accounting, state and federal legislation affecting education, and the legal responsibilities of the school administrator.

Teacher Commission

Superintendent John L. Bracken, Clayton, Mo., was elected chairman of the NEA Commission on Teacher Education and Professional Standards at the commission's meeting in Chicago, Aug. 27-29. Mr. Bracken, a member since 1949, was reappointed this year to a three-year term.

Science Program Announced

THE National Science Teachers Association, an NEA department, announces the second annual program of awards for students and teachers of science. For information and entry forms, write to the National Science Teachers Association, NEA.

Safety Commission Members

APPOINTED to the National Commission on Safety Education for three-year terms by the NEA Executive Committee were: John G. McDowell, Madison, Wis.; Solon B. Sudduth, Nashville, Tenn.; and

[*Continued on page 538*]

COMPTON'S, *Too, Has*

The Task of Teachers in Our Public Systems of Education Is to Perpetuate Our Democratic Way of Life by Developing Active, Responsible Citizens. Compton's as a Research Tool in the Classroom Assumes Its Share in This Responsibility.

Every teacher recognizes the individual differences of her children. She must provide a program to encourage the slow learner, to inspire the plodder, to develop the leader. But, regardless of the ability of the group, certain elements must always be present in the learning.

We want to discuss with you the basis for Compton's selection and development of material. We suggest that you compare these principles, to which we are dedicated, with your own standards of classroom procedures.

- Living in our competitive, co-operative society involves a series of choices. The attitudes and actions of children reflect the standards by which they make their choices. Compton's includes materials so that a teacher can prepare units that develop a sound point of view with adequate facts and understandings to substantiate it.
- Understandings and appreciations come from a knowledge of the interaction and interdependence of things around us. Compton's knows that the facts must be accurate and the research recent, but this is only the beginning. The presentation must develop concepts and lay the groundwork for further growth on the part of the reader.
- Democratic living involves constant adjustment to change. Compton's continuous building and revision program, which in the past seven years alone has resulted in 1,466 additional pages of new material, is proof of its belief in this principle. The maps and charts are used to help children understand that they live in a changing world. As they read Compton's they see that the ability to adjust is necessary for growth and progress—in families, communities, industrial production, even among nations.
- The test of whether a way of life will endure is the extent to which it furthers human relations and enhances moral and spiritual values. Developing values with children is difficult but so important that it cannot be overlooked. For example, Compton's shows how America has used free enterprise and individual opportunity to increase the dignity and responsibility of individual citizens.

Teachers who have tested Compton's say...

- For a heterogeneous group—slow, bright, and average—Compton's is an integrating force. Pupils share information and discoveries as a common experience. Compton's constitutes the nucleus of my ideal classroom library . . . *Primary Teacher, Oregon.*
- In our room there are no empty time spots. When a pupil has completed his work he is free to do what he wishes, providing it is constructive and interferes with no one else. His choice is usually a session with Compton's. There is scarcely a time when a dozen or so pupils are not enjoying Compton's on their own free time. *Inter. Teacher, California.*
- Many of the slower pupils like to browse—looking at the beautiful, yet meaningful illustrations. While thumbing through they pick up amusing, amazing, and informative facts. They like to share these with the class. This helps the emotional child to feel a sense of belonging and the slow child to feel worth while. The gifted child may lead the group as a whole in a worth-while program of research, which is fast becoming the backbone of our education program. *Fifth Grade Teacher, Texas.*
- Bill was a brilliant student, getting his lessons quickly. Then he was ready for mischief. In Compton's, however, I had an endless source of interesting material I could assign to him for special reports and other projects. He was greatly interested in natural history, and by following the outlines, he read all the material in the set. *Rural Teacher, Michigan.*
- To us, Compton's has become more than an excellent research tool—it is a source of creative inspiration. *High School Teacher (English) New York.*
- When the 150 I.Q. is in with average and a bit below, I have too little time (so I feel) to give to this potential builder of the future. So I teach him to look up things—allied subjects, additional material for special reports, or just interesting bits of information for his own enjoyment. *Speech Teacher, Indiana.*

What will Compton's mean to your class as an effective tool for group action?

Compton's plan of organization spreads the related information over a variety of volumes, making it ideal for committee work. Compton's special appeal to children of different abilities means that each child can be an active participant. With Compton's each member of the group becomes a contributing member. Children feel a sense of responsibility to the group for accurate reporting.

Compton's simple alphabetical arrangement and Fact-Index mean that the users are not only getting answers to their questions—they are receiving valuable group training in research. That is why junior and senior high school teachers who are using Compton's successfully so often emphasize the importance of placing Compton's in each classroom in the elementary school.

This is a history-making period in America. Of the nation's 28,000,000 children, 23,000,000 are in the elementary school. The leadership the child receives from you, his teacher, and from the tools he uses must be challenging, imaginative, and inspiring.

As you set up the goals of your social-living programs as teachers and as an entire school, we suggest that you consider what part Compton's can play in their fulfillment. Reprints of these pages are available to serve as the basis for your discussion. A Compton representative will be glad to call and show how Compton's fits into your program.

The publishers of Compton's know that every child must find satisfaction from both the pictures and the text if Compton's is to qualify as your choice for satisfying reference material.

FREE TO TEACHERS: *If you desire copies of these pages for teacher-planning conferences, a post card to the address below will bring the number requested.*

THE SECOND OF A SERIES OF FRANK DISCUSSIONS WITH ELEMENTARY TEACHERS BY THE PUBLISHERS OF COMPTON'S PICTURED ENCYCLOPEDIA

F. E. COMPTON & COMPANY • COMPTON BUILDING

...a Stake in America's Future!

The pictures at the left are from the COMPTON articles
Communication, Clothing, Coal, Iron and Steel.

The pictures directly below are from the articles
Railroads, Safety, Girl Scouts

RAILROAD WORKERS REPAIRING ROADBED

Compton's is designed to meet individual needs. Its function in your classroom is to aid in developing the potentials of each child into a positive force for effective group action.

Do you have adequate materials to provide for the differences in abilities and personalities in your group?

For the Fast Learner: Compton's constantly challenges his ability to do deeper and more extensive research. It commands his respect with high standards of accurate presentation and leads him into new areas of unsolved problems.

For the Quiet, Retiring Child: Compton's gives him material that provides great personal satisfaction. It enables him to be a co-operative member of the group and helps him develop an experience vocabulary that gives him confidence in talking to others.

For the Youngster with a Mechanical Turn of Mind: Compton's provides practical work drawings to satisfy his desire to build and construct and shows him the value of printed matter as an effective tool for finding specific information. Compton's develops his imagination and creative powers by giving him work plans rather than patterns.

For the Slow Learner: Compton's text-picture team with its high interest level has proved to be an excellent learning device. Compton's simple, concise vocabulary and sentence structure make reading easy.

For the Child with the Short Interest Span: Compton's answers specific questions, giving him a genuine reason for pursuing the topic. It provides a variety of purposeful reading material that develops his interest and gives him a confident working knowledge of the topic.

For the Extroverted, Surface Learner: Compton's deliberate systematic approach demonstrates the value "of going deeper." Not written as an almanac of quick answers, it leads the reader on a tour of learning. One article suggests another, and many volumes may be consulted before he completes his tour.

For the Steady Plugger: Compton's is his friend—it provides the material he wants in a form that he can use. Compton's wealth of information and effective presentation improve his techniques in problem-solving situations, thus making the learning process exciting and increasing his interest in higher education.

As for Your Group: Your class is made up of many of these types. Actually, every American classroom is a miniature cross section of our society. Encouraging children to work together happily and effectively is one of the most important contributions of teachers to the strengthening of our democratic way of life.

LEARNING SAFETY EARLY

from article BOY SCOUTS

Scouts are trained, willing, and ready to serve in any community emergency. Here they carry sandbags to help in building a levee for holding back rising floodwaters.

GIRL SCOUTS MAKING BASKETS

1000 NORTH DEARBORN STREET • CHICAGO 10, ILLINOIS

[Continued from page 535]

C. L. Yarbrough, Snyder, Texas. The appointments of Chairman of the Commission M. R. Trabue, Pennsylvania State College, and of Mary A. McCune, Greenwich, Conn., were extended for one year.

NEW NEA LIFE MEMBERS

Illinois—Irma Potter
Iowa—Edith Marie Adams
Maryland—Clarence D. Smitley, Jr.
Massachusetts—John T. Schomer, Jr.
Michigan—William R. Sincock
Missouri—Harold R. Largen
Oregon—Ella Ehmsen Wilson
Pennsylvania—Sadie R. Keffer
Philippines—Zenon L. Ararao

NEA STATE DIRECTORS

Alabama—J. W. Letson, superintendent of schools, Bessemer.

Alaska—Donald V. Lawvere, principal, Clark's Point School, Clark's Point.

Arizona—Winona Montgomery, North Phoenix Highschool, Phoenix.

Arkansas—Hovte R. Pyle, executive secretary, Arkansas Education Association, 1500 West 4th St., Little Rock.

California—Ole Lilleland, 634 Eaton Drive, Pasadena 8; David Conley, Box 54, Strathmore.

Colorado—Anna Maud Garnett, 504 W. Orman St., Pueblo.

Connecticut—Glenn W. Moon, 1253 High Ridge Road, Stamford.

Delaware—John Shilling, assistant state superintendent of public instruction, Dover.

District of Columbia—Elizabeth D. Griffith, 1803 Biltmore St., Washington 9.

Florida—Mrs. Palmer Petteway, 3116 Granada St., Tampa.

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Hawaii—James R. McDonough, executive secretary, Hawaii Education Association, 205 Merchant St., Honolulu.

Idaho—Gerald Wallace, assistant superintendent of schools, Boise.

Illinois—Helen K. Ryan, Illinois Education Association, 100 E. Edwards St., Springfield; John Lester Buford, superintendent of schools, Mount Vernon.

Indiana—L. V. Phillips, commissioner, Indiana Highschool Athletic Association, 812 Circle Tower, Indianapolis 11.

Iowa—Joe L. Gettys, superintendent of schools, Oskaloosa.

Kansas—F. L. Schlagle, superintendent of schools, Kansas City 16.

Kentucky—Mrs. Willie Cassell Ray, superintendent of schools, Shelbyville.

Louisiana—James L. King, 153 E. Boulevard, Shreveport.

Maine—Clinton Thurlow, assistant principal, Cony Highschool, Augusta.

Maryland—Harry F. Frank, 527 Valley View Rd., Towson 4.

Massachusetts—Everett J. McIntosh, 62 Front St., Weymouth.

Michigan—Mrs. Mary F. Noecker, 2720 Wellington Road, Kalamazoo 37.

Minnesota—A. B. Morris, State Teachers College, Mankato.

Mississippi—H. V. Cooper, superintendent of schools, Vicksburg.

Missouri—Louese Phillips, 153 Selma St., Webster Groves.

Montana—Oliver W. Peterson, Eastern Montana State Normal School, Billings.

Nebraska—Chester O. Marshall, 811 W. 23rd, Kearney.

Nevada—Albert Seeliger, 120 Ferguson St., Fallon.

New Hampshire—Mabel McKelvey, teacher, Berlin Highschool, Berlin.

New Jersey—Lena M. Porreca, principal, Jackson Avenue School, Hackensack.

New Mexico—J. P. Steiner, secretary, New Mexico Education Association, Box 1499, Santa Fe.

New York—James A. Cullen, 48 S. 2nd Ave., Mount Vernon.

North Carolina—Margery H. Alexander, Box 64, Charlotte 1.

North Dakota—Mary Fowler, 415 9th St. S., Fargo.

Ohio—H. C. Roberson, director of personnel activities, 1819 W. High St., Lima; Margaret Boyd, 213 Wilma Ave., Steubenville.

Oklahoma—David E. Temple, 1215 S. Wheeling, Tulsa.

Oregon—Margaret Perry, 555 C St., Independence.

Pennsylvania—Harvey E. Gayman, executive secretary, Pennsylvania State Education Association, 400 N. 3rd St., Harrisburg; David H. Stewart, superintendent of schools, Dormont, Pittsburgh.

Puerto Rico—José Joaquin Rivera, Box 367, Hato Rey.

Rhode Island—Marie R. Howard, 29 Modena Ave., Providence.

South Carolina—S. David Stoney, state supervisor of highschools, Wade Hampton Bldg., Columbia.

South Dakota—V. L. Hershey, 924 W. 4th St., Mitchell.

Tennessee—Andrew D. Holt, University of Tennessee, Knoxville; Frank E. Bass, executive secretary, Tennessee Education Association, 321 7th Ave. N., Nashville.

Texas—Myrtle M. Hembree, 6111 Oram St., Dallas 14; Dana Williams, superintendent of schools, Gladewater.

Utah—Paul E. Beecher, 3174 Highland Drive, Salt Lake City.

Vermont—Gertrude E. Sinclair, 7 Maple Grove St., Barre.

Virginia—Mary DeLong, 2305 Crystal Spring Ave., Roanoke.

Washington—J. Alden Vanderpool, 1304 4th Ave. N.W., Puyallup.

West Virginia—Mrs. Nan Temple Davis, 520½ 6th Ave., Huntington.

Wisconsin—S. R. Slade, 1501 Wisconsin St., Wausau.

Wyoming—Velma Linford, 1503 Rainbow, Apt. 2, Laramie.

National FTA Delegate Assembly

Shown here are the Future Teachers of America state and chapter presidents who participated in the Second Annual National FTA Delegate Assembly held last summer in conjunction with the Ninth Annual National Classroom Teacher Conference at Michigan State Normal College, Ypsilanti. College-student delegates were sponsored by NEA and 32 state education associations.

NEA CALENDAR

Nov. 7-8—Northwestern Advisory Council Meeting, NEA Dept of Classroom Teachers, Portland, Oreg.

Nov. 8-10—Fall meeting, Natl Council for Educational Travel, NEA Travel Division, Denver, Colo.

Nov. 9-15—American Education Week.

Nov. 14-15—Southeastern Regional Conference, NEA Dept of Classroom Teachers, Savannah, Ga.

Nov. 16-18—Northwest Regional Conference on Administrative Leadership Serving Community Schools, NEA Department of Rural Education, Spokane, Wash.

Nov. 21-22—North Central Advisory Council Meeting, NEA Dept of Classroom Teachers, Chicago.

Nov. 27-29—Annual Meeting, Natl Council for the Social Studies, NEA, Dallas, Texas.

Nov. 28-29—Joint Committee and State Presidents Conference, NEA Dept of Classroom Teachers, Washington, D. C.

RECORDINGS ARE ORDERED from a catalogue furnished participating schools. Selections are transcribed from master tapes onto reels sent by the schools. The masters are then returned to the central file, where they remain available to any other school that may ask for them.

NARRATIONS, dramatizations, musical selections, documentary broadcasts are reproduced in the classroom with matchless fidelity. No needle scratch or distortion with tape, and recordings may be played any number of times without loss of quality.

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"Tapes for Teaching" program spreads through 21 states!

The country's fastest-growing educational service is a new program under which state agencies supply tape recordings of selected classroom material to schools throughout their respective states.

Originally an experimental project of the Minnesota Department of Education, the idea has been adopted by 21 states and is being considered by many others. The program has tremendous appeal, as it provides a means of enriching every grade with a wide variety of subjects at very low cost. The same reel of tape can be used and re-used countless times (each recording automatically erases the preceding one) and losses through breakage and obsolescence are eliminated.

For a copy of your state's "Tapes for Teaching" catalogue, or full information on the status of the program in your state, fill out and return the coupon below.

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☐ Pennsylvania ☐ Rhode Island ☐ South Dakota ☐ Texas
☐ Utah ☐ Washington ☐ Wisconsin

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NAME.....

SCHOOL.....

CITY.....ZONE...STATE.....

from the 4 CORNERS

Mary E. Leeper Retires

Mary E. Leeper

Frances Hamilton

BROOKS PHOTOS

MARY E. LEEPER retires as executive secretary of the Association for Childhood Education International on Jan. 1, 1953, after having served the association for 22 years.

Frances Hamilton succeeds Miss Leeper as executive secretary of ACEI. She was appointed associate secretary in September 1951.

Colorado Starts Membership Drive

THE Colorado Education Association's 1952-53 NEA membership goal is 5440, an increase of 1000 over last year. Slogan for the year is "fifty-four-forty or bust."

State NEA director Anna Maud Garnett, CEA Executive Secretary Craig Minear, and their co-workers are organizing thruout the state a company of "minute men," each of whom is to be responsible for enroling at least three new NEA members this year.

Thurston Named Dean

LEE M. THURSTON, Michigan state superintendent of public instruction, has been appointed dean of the School of Education at Michigan State College, East Lansing. Dr. Thurston will take his new post at the end of his present term as superintendent, July 1, 1953.

Virginia Produces School Film

THE Virginia State Board of Education has developed a film which shows the characteristics of the good elementary school. The film is in three parts.

Part I [25 min.] emphasizes aspects of good school environment, such as plant and equipment, pupil and teacher welfare, and school relationships. Part II [25 min.] shows experiences thru which children acquire the communicative and number skills and develop their interests in the arts. Part III [20 min.] shows opportunities for children to develop a knowledge of the physical world and an understanding of their country and the relationship of peoples.

The film is intended for use with teachers and lay groups. Sale price: color, $386; b&w, $180. Rental fee: color, $24 for one to three days; b&w, $12 for one to three days. Order from Film Production Service, Virginia Department of Education, Richmond 16, Va.

QUESTION-OF-THE-MONTH:

Did you vote?

Américas *Offers Reduced Rates*

DURING November and December readers of the NEA JOURNAL may subscribe to *Américas*, monthly magazine of inter-American affairs, for $2.25 for a year. Regular subscription rate is $3 per year.

The magazine covers a wide variety of topics on Latin America of particular interest to teachers of social studies and modern languages. It is available in English, Spanish, and Portuguese editions. Subscribers should indicate the edition they desire. Address Organization of American States, Pan American Union, 19th and Constitution Ave., Washington 6, D. C.

Germans Observe School Week

THE counterpart of American Education Week was celebrated by the city of Braunschweig, Germany, in a school week (Schulwoche) Jan. 27-Feb. 2, 1952.

With their schools suffering from dire needs intensified by heavy war destruction, the people of Braunschweig used the Braunschweig Schulwoche to focus public attention on these needs, choosing as their theme: "Schools in need—youth threatened!"

Braunschweig Schulwoche was patterned after Bavarian Schulwoche, Mar. 31-Apr. 7, 1950, the first school week in the history of Germany. Sample American Education Week materials were requested in Bavaria, and these were adapted to the German situation by the Bavarian State Teachers Association.

Nation To Celebrate Book Week

NATIONAL Book Week is November 16-22. Materials for celebrating the week may be secured from Children's Book Council, 50 W. 53rd St., New York 19.

Prayer for a School

For a schoolhouse anywhere
I send up a silent prayer:
"Christ, great Teacher, bless this place;
On it shed Thy love and grace.
Teach the teachers; let them see
That they shape earth's destiny.
Home and church and school — these three
Carry on Thy ministry.
As from Thee comes growth of seed,
So to Thee we bring our need:
What to plant and how to sow,
That is what we pray to know.
Let schools be in Thy pure sight
Bethlehems of truth and light."

For a schoolhouse anywhere
I send up a silent prayer!

—CORTLANDT W. WAYRES

Pupils in the classes of Adah Broadbent, Withrow Highschool, Cincinnati, Ohio, used their skill in art to drive home a lesson in health. The posters shown here won prizes in the cancer poster contest sponsored by the local cancer organization in Cincinnati.

CINCINNATI PUBLIC SCHOOLS

Akron Shares Its Journals

AKRON BEACON JOURNAL PHOTO

To ACQUAINT parents with the work of the schools on a national and on a state level, the Public Relations Committee of the Akron [Ohio] Education Association distributed copies of the NEA JOURNAL and *Ohio Schools* to waiting-rooms of doctors, lawyers, and dentists on May 17.

The committee plans to repeat this effort at least twice a year in the future, and the 20 teachers who took the publications to the downtown areas in May will be invited to organize future distributions that will also include neighborhood offices and other places of business.

NEA History

NEA History tells of the development, program, and structure of the National Education Association. Of interest to all members of the profession, the volume is especially useful to those working on the NEA Centennial program. 1950. 160p. 50¢. Quantity discounts. NEA.

New Report Card

BABY REPORT CARD

NAME Eileen Marjorie Saunders
REGISTRATION
PLACE Nix Hospital, San Antonio, Texas
DATE January 27, 1952
COUNSELOR Frank H. Posey, Jr., M.D

SUBJECT	REMARKS
HISTORY	Tommy and Irma Saunders
GEOGRAPHY	358 Irvington Drive, San Antonio 9
PHYSIOLOGY	Female, hair - brown, eyes - blue
MATH	7 pounds 11 ounces, 19 inches long
SPEECH	Vociferous
HEALTH	excellent

Mr. and Mrs. Thomas G. Saunders developed this unique "Baby Report Card" to announce the birth of their daughter, Eileen Marjorie Saunders.

Mr. Saunders is teacher of biology at Brackenridge Highschool in San Antonio, Texas, and president of the San Antonio Teachers Council.

"It's High Time We Re-study World Maps!"

says Dr. Howard R. Anderson, Chief of Instructive Problems, U.S. Office of Education

"World News Is Top News . . . Every Hour"

In these days of world-wide, perpetual crisis geo-politics makes the best of maps mandatory in every school. Hearne School Maps are designed with teachers' problems and simplified instruction in mind. In the teaching of social studies, where Hearne's Student Participation maps are in use, the teacher encourages the student to "learn by doing." Teachers, principals and school boards favor these maps because:

1 Cellophane coating permits marking with crayon and cleaning with damp cloth, just like a blackboard.

2 Location finder instantly locates any city, mountain or object.

3 They facilitate teacher's job and create interest in social studies.

4 Rugged construction makes Hearne Student Participation Maps a permanent investment.

5 Eight colors used, picking out oceans, boundaries, mountains, locations.

6 Instruction Outline, by eminent educators, enables student to combine information from other sources.

7 Student Participation Maps show population, land heights, sea depths, boundaries and major political divisions.

8 Maps mounted on spring rollers; roll up into lacquered aluminum case. Bottom moulding, stainless steel.

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EDUCATION for ALL AMERICAN YOUTH—
A Further Look

A charter for secondary education.

Deals with special problems of youth in a world of uncertainty and conflict.

Outlines how youth differ, what youth have in common, and aims of a balanced educational program.

Describes secondary education in "Farmville," "American City," and the state of "Columbia" in 1952.

Presents actual developments in guidance and student adjustment, vocational education, community-school relations, and curriculum adjustments in rural and urban schools.

A new edition of a 1944 educational classic

by the

EDUCATIONAL POLICIES COMMISSION

NEA-AASA, 1201 16th Street, N.W.
Washington, D. C.

HAS HE LIVED FOR UNCOUNTED CENTURIES? Though he's only middle-aged, Hassan continues to till the soil of his Egyptian farm in the same manner as his ancestors, as shown in the new Coronet Film, ***Life in the Nile Valley.*** The latest in Coronet's world geography series, this 16mm sound film portrays the influence of the Nile on Hassan's family and the teeming society around them. For further information on this and other timely, up-to-date teaching films, write: Coronet Films, Coronet Bldg., Chicago 1, Ill.

Audio-Visual Materials

Citizenship

FILMS listed this month were selected from *Approaches to Citizenship Education, Teaching Citizenship Through Films,* written by Mrs. Dorothy Dodge Anthony and published by the NEA Citizenship Committee; 10¢ a copy. [This pamphlet may be ordered from the Citizenship Committee, NEA.] Numbers in brackets refer to producers listed below:

Family Teamwork. How parents and children can help each other, in the home and out. Shows that home is the place where a child begins to develop judgment and respect for others. 10 min. sd. color. [1]

Obligations. By contrasting two families, shows correct and incorrect way of taking care of obligations within the family. 17 min. sd. b&w or color. [2]

Glen Wakes Up. Dramatic presentation of the importance of being a good citizen in the home, school, and community. Built around a highschool boy who feels everyone is against him, it is a good "motivator" for students. 11 min. sd. b&w. [3]

Near Home. How a class in a British elementary school studied its own community. The film shows planning, committee work, interviewing, and many other procedures. Parents and other members of the community contribute to the project. 25 min. sd. b&w. [4]

Voices of the People. America is governed by the opinions of the majority, says this film, and enlightened public opinion comes as the result of discussion. The film shows that the Declaration of Independence, the Constitution, and the Bill of Rights were the result of discussions of significant problems of the day and represented the public opinion of the time, just as later legislation has come about because of public opinion. 18 min. sd. b&w. [5]

When All the People Play. How people in a rural district of Nova Scotia went to work to provide recreational facilities for all ages. The community makes use of natural resources and buildings left vacant by an aircraft company. 26 min. sd. b&w [6]

Tin Top. Story of a little Texas town which until recently was a dying community with no industry to support its people and with its land exhausted. Members of the crumbling church decided to get the community to help in painting the building. Awakened civic pride soon brought renewed prosperity to the town. 30 min. sd. b&w. [7]

Producers: [1] Frith Films, 1816 N. Highland St., Hollywood, Calif.; [2] Encyclopaedia Britannica Films, 1150 Wilmette Ave., Wilmette, Ill.; [3] Young America Films, 18 E. 41st St., New York; [4] International Film Bureau, 6 N. Michigan Ave., Chicago; [5] US Army Pictorial Service Division, Motion Picture Branch, Washington, D. C. [Films are available free; write the nearest Army Area Headquarters; Attention, Signal Officer]; [6] National Film Board of Canada, 1270 Avenue of the Americas, New York, and 400 W. Madison St., Chicago; [7] Baylor University, Waco, Texas.

Thanksgiving

Thankful am I, O Lord,
For country, great and strong,
With men and women gallant,
A busy, cheerful throng.

For daily bread I thank Thee,
For warmth of clothes and fire,
For the gracious care of loved ones,
And songs of every choir.

Thankful am I, O Lord,
For a country that is free
To think and live securely
While it ever worships Thee.

—DORIS ELIZABETH ALMY, *14 Beacon St., Boston,*

Dirty Dishes

Thank God for dirty dishes;
They have a story to tell:
And by the pile I have,
We must be living well.

While people in other countries are starving,
I haven't the heart to fuss,
For by the stack of evidence,
God's very good to us.

—Written by a highschool girl in New York.

What Would You Do?

RAY

RAY, a 13-year-old sixth-grader, was usually quiet and pleasant, but he could be difficult. He had a deep, monotonous, nasal voice that carried. When things went wrong, he would grumble aloud to his neighbors and to himself. If admonished, he would often slam his book into the desk drawer and just sit. Sometimes he would stalk out of the room.

Ray was dull normal in intelligence. His best work was done in arithmetic, but it was far below standard. Reading and allied subjects were difficult for him.

Not even sports stirred his enthusiasm. He refused to play baseball. He didn't like the boys or the game, he said.

After several fruitless conferences with Ray, I talked with his mother. I learned two important things.

First, I learned that during his preschool years he had undergone long and tedious surgery to correct deformities on his right arm and both legs. Much of this time had been spent in a hospital ward with older boys. The mother felt that the association had not been good for him. And I could understand why he did not enjoy active sports.

Second, I learned that there was competition for grades within the family. An older sister had a better school record. And a younger sister was pushing Ray hard.

With this background information, I tried to get Ray to the point that he could (and would) discover the causes of his tantrums and work to control them. It took many conferences with him and his teachers to help him overcome effects of the experiences which had deprived him of the normal activities of a boy.

Ray's academic work was adapted so that he could succeed in it. Physical education included some games requiring little or no running or throwing. He began to take pleasure in participation and to enjoy more strenuous games even tho he could not compete in them successfully.

When Ray was promoted to junior highschool, he was again given a modified program. He often returned to us in the elementary school to report progress. One day I received a gift bought and awkwardly wrapped by Ray himself. It was just a big piggy bank, but it was his way of saying "thank you."

—MRS. HELEN GREELY, *teacher, Columbus, Ohio.*

♦ *Have you had a student like Ray in your class? If so, what did you do to help him? Share your experience with other teachers by sending us 200 words or less about it.*

Beauty

IS NO ACCIDENT!

When a class ring looks beautiful on a finger . . . and looks beautiful under high-powered magnification, you have the ultimate in class jewelry.

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For 60 cents we will send you any one of these sets of 30 pictures—Art: Children; Madonnas; or Christmas subjects including a few Madonnas. You will like them. 56-page CATALOGUE, 1600 small illustrations, and sample pictures, for 25 cents.

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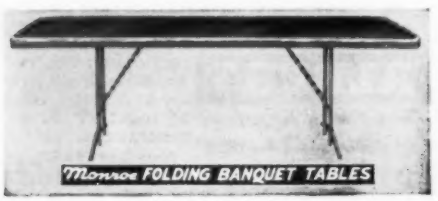

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DRAWING BY RICHARD E. GRACE

When You Say That, Smile

GETTING ready to shepherd the flock of kindergarten children thru the zoo, their teacher made a practice run with them around the yard. Nose counting came and with it a moment of panic—only 30 of the 31 responded. Worse, the new teacher was not familiar with all.

In haste the group wended its wavering way back to its room to reconnoiter. Around the circle they sat, and when the name sounded, up they popped. Teacher finally ran out of names, but the indisputable fact was that there was one small boy left over, still sitting.

"Michael," tried the teacher again. "Mickey? Mike?" He sat stolidly.

A pinprick of memory jolted the teacher. Back when Little Recalcitrant was enrolled, he had made quite a stir in the office. His mother registered him as Michael. There was a storm of protest. "I tell you I ain't Michael no more. I'm somebody else . . ."

It was all too clear now.

"Gene Autry," Teacher sang out.

Gene Autry stood up and brushed off his dusty chaps. The zoo rehearsal could go on.—BENEDICT AMAR in *Chicago Principals Club Reporter.*

First Day of School

An Ohio teacher writes that there was a near riot in her kindergarten when a visiting photographer shouted across the room to a visiting reporter, "We can't get them all at once. Let's shoot them in twos and threes."

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